Review of Key Concepts and Terms (Unit 5B)

Personality, Health, and Positive Psychology

vs. New this year (24-25), TESTABLE; add to your notes

Topic 7.4: Stress and Coping
Learning Target 7H   Discuss theories of stress and the effects of stress on psychological and physical well-being.

Stress: the process by which we perceive and respond to certain events, called stressors, which we appraise as threatening or challenging.

- **Stressor:** anything that brings on the reaction to stress.
- **Acute stressor:** fleeting, short-term stress.
- **Chronic stressor:** persistent and enduring stress.

**Distress:** bad stress such as losing a job, a loved one, divorce, etc.

Eustress: good stress such as going on a vacation, the holidays, getting married, etc.

Glucocorticoids: hormones that produce an array of effects in response to stress.

Cortisol: known as "the stress hormone" because it's secreted in higher levels during the body's 'fight or flight' response to stress, and is responsible for several stress-related changes in the body. Small increases of cortisol have some positive effects: a quick burst of energy for survival reasons, heightened memory functions, a burst of increased immunity, lower sensitivity to pain, and helps maintain homeostasis in the body.

Cognitive Appraisal of Stress: stress is not merely a stimulus or a response. It is a process by which we appraise and cope with environmental threats and challenges. When short-lived or taken as a challenge, stressors may have positive effects. However, if stress is threatening or prolonged, it can be harmful.

See also: adverse childhood experiences (ACES)
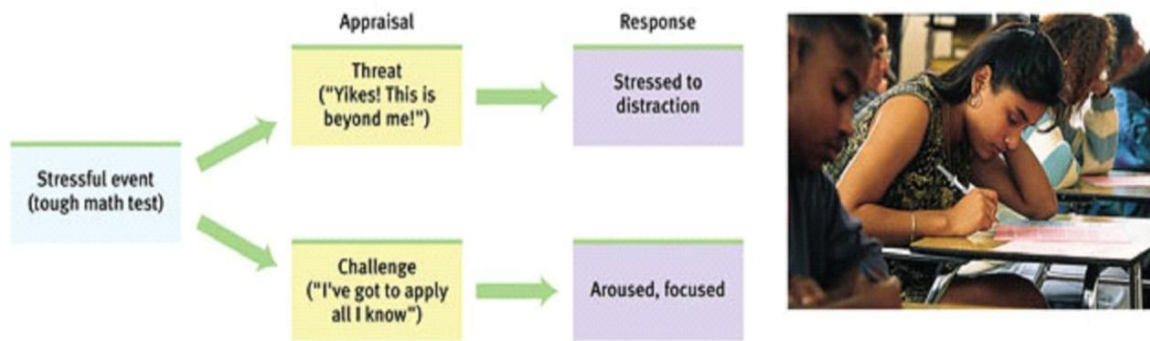
- **Primary appraisal of stress:** assess the potential threat or harm posed by the situation at hand.
- **Secondary appraisal of stress:** if the event or situation is perceived as harmful or threatening, individuals assess their ability to cope with the event and the resources available to deal with the stressor.

The Stress Response System: There are two types of instinctive stress response that are important to how we understand stress and stress management: the short-term "Fight-or-Flight" response and the long-term "General Adaptation Syndrome". The first is a basic **SURVIVAL** instinct, while the second is a **LONG-TERM** effect of exposure to stress.
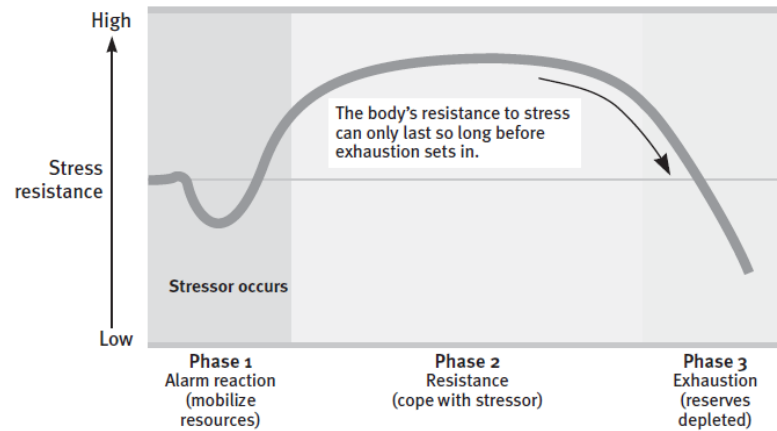
- **Fight or Flight Response**
  - Walter Canon proposed that stress response (fast) was a fight-or-flight response marked by two tiers.
    - First, the **SYMPATHETIC** nervous system activates the release of e*pinephrine* and *norepinephrine* from inner adrenal glands increasing heart and respiration rates, mobilizing sugar and fat and dulling pain.
    - Second, the **HYPOTHALAMUS** and the **PITUITARY GLAND** also respond to stress (slow) by triggering outer adrenal glands to secrete *glucocorticoids* (cortisol – the stress hormone).
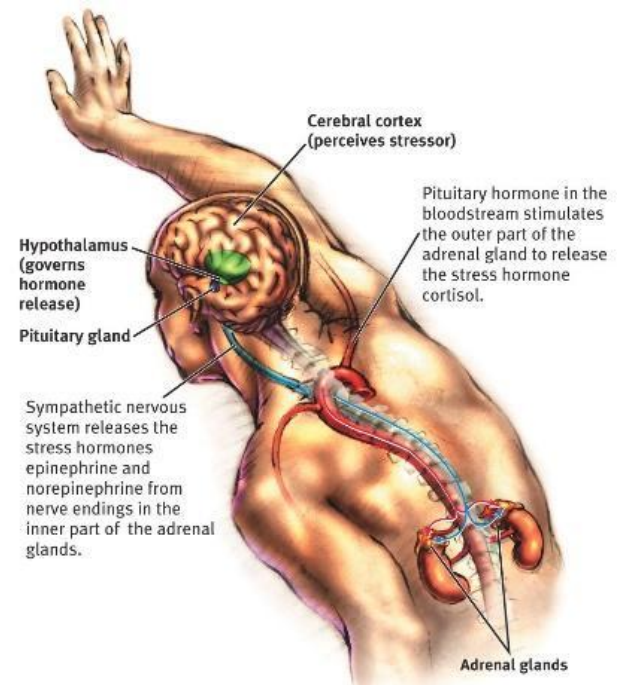
- **General Adaptation Syndrome (GAS)**
  - Hans Selye extended Cannon's findings while researching **RECURRING** responses to stress that he called the general adaptation syndrome (GAS)
  - He discovered various **CHEMICALS** caused stress reactions in animals
  - He proposed that when a person undergoes chronic or severe stress, the body will go through a **THREE-STAGE** physical response.
    - **Alarm Reaction** – **NERVOUS** system activated in response to stressor
    - **Resistance** – body responds with **PHYSIOLOGICAL** reactions to cope with the stressor; excessive amounts of epinephrine and other stress hormones increase heart rate and blood pressure.
    - **Exhaustion** – body's resistance to stress is **DEPLETED** (physical deterioration)
      - Diseases such as *HYPERTENSION* (high blood pressure) and *HEART DISEASE* become likely.
      - Long periods of stress can result in accelerated aging, illness, permanent organ damage, even death.

High
Stress resistance
Low

The body's resistance to stress can only last so long before exhaustion sets in.

Stressor occurs

Phase 1
Alarm reaction
(mobilize resources)

Phase 2
Resistance
(cope with stressor)

Phase 3
Exhaustion
(reserves depleted)

Coping with Stress

Problem-focused coping: reducing stress by changing events that cause stress or by changing how we react to stress.

Emotion-focused coping: when we cannot change a stressful situation, and we respond by attending to our own emotional needs.

See also: Tend and befriend theory

Personality Types and Stress: the impact of stress is also related to dispositional factors and individuals may react to stress in one of two broad ways (Friedman and Rosenman, 1974)…

1. **TYPE A** are competitive, hard-driving, impatient, verbally aggressive, and anger-prone people. They usually rush and respond to increased stress by working more, competing harder, or with aggression. Type A's may be intolerant of slowness.
2. **TYPE B** are easygoing, relaxed people. They allow stress to "roll off their backs" and are generally less driven.

Stress-Related Illnesses

Psychophysiological illness: literally, "mind-body" illness; any stress-related physical illness, such as hypertension and some headaches.

Psychoneuroimmunology (PNI): the study of how psychological, neural, and endocrine processes together affect the immune system and resulting health.

Lymphocytes: the two types of white blood cells that are part of the body's immune system; B lymphocytes form in the bone marrow and release antibodies that fight bacterial infections; T lymphocytes form in the thymus and other lymphatic tissue and attack cancer cells, viruses, and foreign substances.

Bone Marrow — B lymphocytes — Kill Bacteria

Thymus Gland — T lymphocytes — Kill Viruses & Cancer cells

Microphage — Ingests harmful Invaders & debris

B lymphocytes: fight bacterial infections.

T lymphocytes: attack cancer cells and viruses.
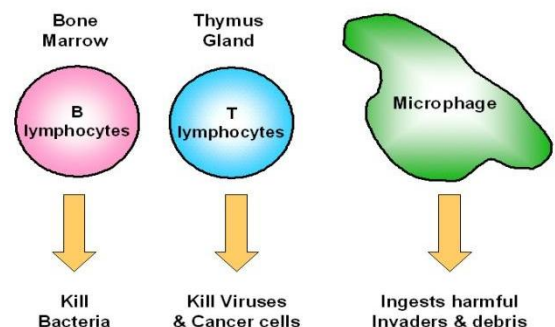
Microphages: ingests foreign substances.

Acute Stress Disorder: diagnosed within the 1ˢᵗ month after exposure to a traumatic event. The person experiences depression and/or anxiety.

Post-Traumatic Stress Disorder: an anxiety disorder characterized by haunting memories, nightmares, social withdrawal, jumpy anxiety, and/or insomnia that lingers for four weeks or more after a traumatic experience.

Americans engage in **unhealthy behaviors** such as comfort eating, poor diet choices, smoking and inactivity to help deal with **stress**. People experiencing **stress** are more likely to report hypertension, anxiety or depression and obesity.

Four Types of Motivational Conflict / Decision Making (Lewin's Motivational Conflict Theory)

Conflict	Description	Example
Approach-Approach	An individual is forced to make a choice between two equally desirable goals. Both options are appealing, which makes the choice difficult.	*You are accepted to both Harvard and Dartmouth. Which do you choose?*
Avoidance-Approach	An individual is forced to make a choice between two equally undesirable or threatening options. Neither choice is good, so the individual is essentially choosing the lesser of two evils.	*Mow the lawn or wash the dishes?*
Approach-Avoidance	An individual is both attracted to and repelled by the ***same*** goal. Within one particular situation there are both positive and negative parts.	*You like to eat spicy food but it gives you heartburn.*
Multiple Approach-Avoidance	An individual must choose between ***two*** different options, both of which have positive and negative parts.	*You receive acceptance letters from two colleges and must choose to go to college in California or New York. Attending college in California allows you to be close to your family but New York has a better program for your area of interest.*

See also re: Positive Psychology (focus on well-being, resilience, positive emotions, psychological health): Signature strengths (wisdom, courage, humanity, justice, temperance, transcendence), post-traumatic growth

Personality: The patterns of behaviors, thoughts, and characteristics an individual possesses and displays consistently that differentiates one person from another.

Research Methods to Investigate Personality

Research Method	Description	Perspectives Incorporating This Method	Benefits	Weaknesses
Case Study	In-depth study of one individual	Psychoanalytic Humanistic	Less expensive than other methods.	May not generalize to the larger population.
Survey	Systematic questioning of a random sample of the population	Trait Social-Cognitive Positive Psychology	Results tend to be reliable and can be generalized to the larger population	May be expensive; correlational findings.
Projective Tests *(e.g. TAT and Rorschach)*	Ambiguous stimuli designed to trigger projection of inner dynamics	Psychodynamic	Designed to get beneath the conscious surface of a person's self-understanding; may be a good ice-breaker.	Results have weak validity and reliability.
Personality Inventories such as the MMPI (to determine scores on Big Five personality factors)	Objectively scored groups of questions designed to identify personality dispositions	Trait	Generally reliable and empirically validated.	Explore limited number of traits.
Observation	Studying how individuals react in different situations	Social-Cognitive	Allows researchers to study the effects of environmental factors on the way an individual's personality is expressed.	Results may not apply to the larger population.
Experimentation	Manipulate variable, with random assignment to conditions.	Social-Cognitive	Discerns cause and effect.	Some variables cannot feasibly or ethically be manipulated.

Alfred Adler

- Known as the founder of Individual Psychology, which emphasizes the uniqueness of the individual and the role of societal factors in shaping personality.
- One of his most important contributions is the concept of the Inferiority Complex. Inferiority complex is a term used to describe people who compensate for feelings of inferiority (feeling like they're less than other people, not as good as others, worthless, etc.) by acting in ways that make them appear superior. They do this because controlling others may help them feel less personally inadequate.
- Adler is also known for emphasizing the importance of birth order in personality development.
- Adler believed in the importance of prevention, and advocated parent education as the best way to protect children from growing up and developing psychological problems. He emphasized the need for establishing a democratic environment where children feel that they are equal to others

Albert Bandura

- Best known for his Social Learning Theory, which states learning happens by observing others and modeling their behaviors.
- Bandura is also known for his work on Self-Efficacy, which refers to one's belief that he is capable of successfully performing a certain task to meet a goal.

Paul Costa and Robert McCrae

- Researchers that developed the Five-Factor Model (Big Five) - currently the most widely accepted model of traits. The model is based on responses to various questionnaires and other research methods from a large pool of participants from around the world.
  - The Five-Factor Model refers to a basic group of personality traits that can be assessed through interviews and standardized testing. These basic traits are referred to as Openness to experience, Conscientiousness, Extroversion, Agreeableness and Neuroticism. This group of traits can be assessed and evaluated to produce a very basic psychological profile of how a person organizes and runs their life. There is also a more complete 16-factor model that produces a more complete profile.
  - The research has demonstrated that the Big Five traits are stable in adulthood, are influenced by genetics, and predict behavior.

Sigmund Freud

- Known as the Father of Psychoanalysis, a method for treating psychological pathology by means of dialogue between the patient and the psychoanalyst.
- In addition to his work with the unconscious and the stages of Psychosexual Development, Freud also developed the model of the psyche composed of the Id, Ego, and Superego.
  - The Id works on the pleasure principle - it seeks to avoid pain and increase pleasure at any cost. It drives us to search for food when hungry, rest when tired, and other basic impulses that ensure our survival. The Superego acts as the moral police, and demands that we act in a moral and socially appropriate manner, no matter the circumstance. It works in direct contradiction to the Id. The Ego works as the executive of the psyche, striving to find a balance between the Id's hedonism and the Superego's moralism.

Carl Jung

- Best known as the founder of Analytic Psychology, also known as Jungian Psychology. This school of psychology shares similarities with Freud's psychoanalytic method in the emphasis it places on the role of the unconscious.
- Jung also developed a theory of personality, which defines eight personality types based on the opposing attitudes of introversion and extroversion. According to him, attitudes refer to a predisposition to behave in a certain manner. People

who are classified as introverts place importance on their subjective view of the world, while extroverts place more emphasis on objectivity and surrounding influences.

- Jung further identified four functions of the personality: feeling, thinking, sensation, and intuition. Feeling and thinking refer to rational thought processes that allow us to understand the value and meaning of things. Sensation and intuition are non-rational functions by which we perceive the world - either through our sense organs (sensation), or by means of an unconscious process (intuition).
- These 8 personality types formed the basis of the Myers-Briggs Type Indicator (MBTI), which is the world's most widely used personality assessment tool used to determine how a person perceives the world and makes decisions.

Abraham Maslow

- Through his personality theory, Maslow sought to explain that human beings will pursue "self-actualization," or attempt to achieve their highest personal potential, after all of their other, more basic needs are fulfilled. In a sense, however, the theory begins to break down once individuals reach self-actualization.

Carl Rogers

- One of the most influential psychologists of modern times, and is well known for the creation of Client-Centered Therapy, also known as Person-Centered Therapy or Rogerian Psychotherapy
- Rogers believed that humans have a "Self-Actualizing" tendency - an innate drive that pushes the person to fulfill his potential. A "Fully-Functioning Person" is an individual who is continually moving toward self-actualization. This type of person is open to life's experiences, has trust in himself, and is able to express his feelings and act independently.
  - However, to become a fully-functioning person, one needs to have experienced Unconditional Positive Regard and not have developed "Conditions of Worth."

Topic 7.6: Psychoanalytic Theories of Personality

Learning Target 7K
Compare and contrast the psychoanalytic theories of personality with other theories of personality.

The psychoanalytic perspective of personality emphasizes the importance of early childhood experiences and the unconscious mind. This perspective on personality was created by psychiatrist Sigmund Freud who believed that things hidden in the unconscious could be revealed in a number of different ways, including through dreams, free association and slips of the tongue.

Major Theorist:
- **Sigmund Freud:** Stressed the importance of early childhood events, the influence of the unconscious and sexual instincts in the development and formation of personality.

Freud's Personality/Mind Iceberg
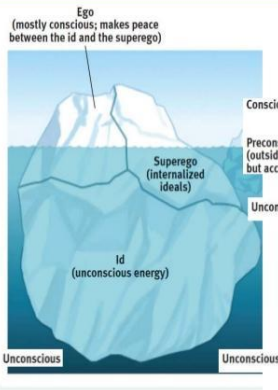
The mind is mostly below the surface of conscious awareness

Personality develops from the efforts of our **ego**, *our rational self*, to resolve tension between our **id,** based in *biological drives*, and the **superego**, *society's rules and constraints.*

The **Unconscious**, in Freud's view: *A reservoir of thoughts, wishes, feelings, and memories, that are hidden from awareness because they feel unacceptable.*

Mechanism	Description	Example
Repression	Repression is an unconscious mechanism employed by the ego to keep disturbing or threatening thoughts from becoming conscious.	During the Oedipus complex aggressive thoughts about the same sex parents are repressed
Denial	Denial involves blocking external events from awareness. If some situation is just too much to handle, the person just refuses to experience it.	For example, smokers may refuse to admit to themselves that smoking is bad for their health.
Projection	This involves individuals attributing their own unacceptable thoughts, feeling and motives to another person.	You might hate someone, but your superego tells you that such hatred is unacceptable. You can 'solve' the problem by believing that they hate you.
Displacement	Satisfying an impulse (e.g. aggression) with a substitute object.	Someone who is frustrated by his or her boss at work may go home and kick the dog,
Regression	This is a movement back in psychological time when one is faced with stress.	A child may begin to suck their thumb again or wet the bed when they need to spend some time in the hospital.
Sublimation	Satisfying an impulse (e.g. aggression) with a substitute object. In a socially acceptable way.	Sport is an example of putting our emotions (e.g. aggression) into something constructive.

==See also: reaction formation, rationalization==

Psychodynamic Theory of Personality

Neo-Freudian theorists believed in the importance of the unconscious, but disagreed with other aspects of Freud's theories.

Major Theorists:
- **Carl Jung:** Focused on concepts such as the collective unconscious, archetypes and psychological types.
  - Explored universal symbols of the human race's experience, symbols that transcend the individual's immediate concerns.
    - ▪ **Personal unconscious** (an individual's painful or upsetting memories and information that has been repressed) and **collective unconscious** (a set of inherited images and experiences common

to all humans = archetypes)
- ▪ The archetypes allow individuals to respond universally to particular situations.
  - ▪ Shadow (the "dark side")
  - ▪ Persona (the mask that we present to other people when acting out a role from the collective unconscious)
  - ▪ Common in art and literature: the wise old man, the mother, the hero, and the quest.
- o Personality types based on general attitudes and perceptions of the world
  - ▪ **Extrovert** (confident, social, and externally focused)
  - ▪ **Introvert** (internally focused, more self-conscious, less social, and quiet)
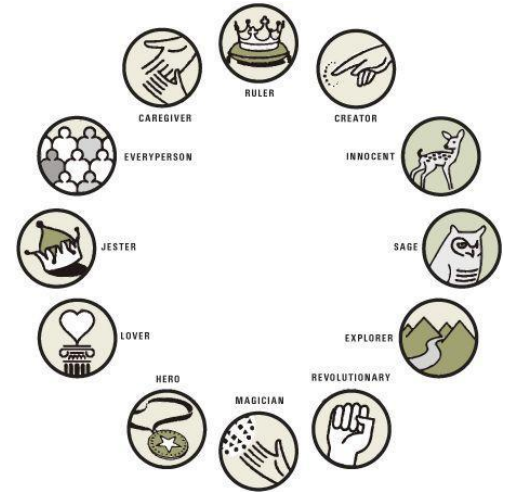
- ● <mark>Alfred Adler</mark>: Believed the core motive behind personality involves striving for superiority, or the desire to overcome challenges and move closer toward self-realization. This desire to achieve superiority stems from underlying feelings of inferiority that Adler believed were universal.
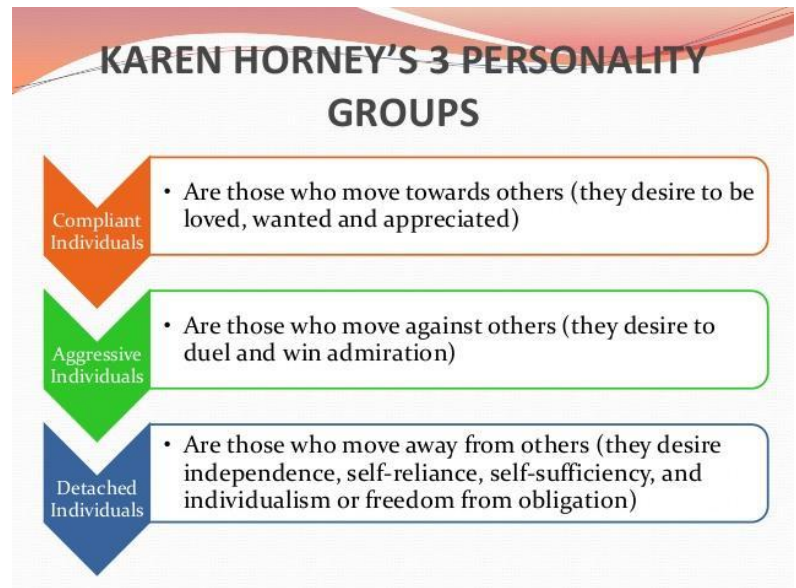 - o Preferred to think of the person as a whole rather than considering the separate parts of a personality
    - ▪ **Striving for Superiority** (an individual's failures motives them to overcome difficulty and find personal fulfillment)
    - ▪ **Inferiority Complex** (the result of constant criticism and repeated failure; feelings of helplessness and insecurity)
      - ▪ Tend to become socially isolated and fearful or develop an exaggerated competitive or aggressive nature.
  - o Studied the influence of birth order and its effects on personality
    - ▪ Believed that the unique set of challenges presented by these different positions in the family created particular personality traits.

First	Middle	Last	Only
Natural Leader	Flexible	Risk-taker	Close to parents
High Achiever	Easy-going	Outgoing	Self-control
Organized	Social	Creative	Leader
On-time	Peacemakers	Self-centered	Mature
Know-it-all	Independent	Financially irresponsible	Dependable
Bossy	Secretive	Competitive	Demanding
Responsible	May feel life is unfair	Bored easily	Unforgiving
Adult-pleaser	Strong negotiator	Likes to be pampered	Private
Obeys the rules	Generous	Sense of humor	Sensitive

- ● <mark>Karen Horney</mark>: Focused on the need to overcome basic anxiety, the sense of being isolated and alone in the world. She emphasized the societal and cultural factors that also play a role in personality, including the importance of the parent-child relationship.
  - o Particularly critical of Freud's view on female development
    - ▪ Challenged that *penis envy* represents the desire girls have for the social power and status of males, not the actual organ itself.
    - ▪ Men have *womb envy* – the unconscious desire to be able to have the ability to give birth.
  - o Healthy personality development depends on the fulfillment of the basic biological need of security

provided through social interactions.
- ▪ Believed personality is based largely on the social interaction between the parent and the child
- ▪ If a child is provided with love and security by his or her parents, the result will be a healthy personality as an adult.
- o **Basic anxiety** (the feelings of helplessness, loneliness, and fear created by the fact that a child is alone in a hostile world)

KAREN HORNEY'S 3 PERSONALITY GROUPS

Compliant Individuals
- Are those who move towards others (they desire to be loved, wanted and appreciated)

Aggressive Individuals
- Are those who move against others (they desire to duel and win admiration)

Detached Individuals
- Are those who move away from others (they desire independence, self-reliance, self-sufficiency, and individualism or freedom from obligation)

- ● **Erik Erikson:** Emphasized the social elements of personality development, the identity crisis and how personality is shaped over the course of the entire lifespan.
  - o Unlike Freud, Erikson believed development continued throughout the lifespan rather than ending at age 5 or 6.
  - o Erikson's Stage Theory involves a psychosocial crisis or conflict at each stage that can have a positive or negative outcome.
  - o After an individual successfully resolves a particular crisis, the result for personality is the acquisition of a virtue that serves to increase the ability of the ego to handle challenges.
    - ▪ Hope, will, purpose, competency, fidelity, love, care, and wisdom

Erikson's Stage Theory in its Final Version

Age	Conflict	Resolution or "Virtue"	Culmination in old age
Infancy (0-1 year)	Basic trust vs. mistrust	Hope	Appreciation of interdependence and relatedness
Early childhood (1-3 years)	Autonomy vs. shame	Will	Acceptance of the cycle of life, from integration to disintegration
Play age (3-6 years)	Initiative vs. guilt	Purpose	Humor; empathy; resilience
School age (6-12 years)	Industry vs. Inferiority	Competence	Humility; acceptance of the course of one's life and unfulfilled hopes
Adolescence (12-19 years)	Identity vs. Confusion	Fidelity	Sense of complexity of life; merging of sensory, logical and aesthetic perception
Early adulthood (20-25 years)	Intimacy vs. Isolation	Love	Sense of the complexity of relationships; value of tenderness and loving freely
Adulthood (26-64 years)	Generativity vs. stagnation	Care	Caritas, caring for others, and agape, empathy and concern
Old age (65-death)	Integrity vs. Despair	Wisdom	Existential identity; a sense of integrity strong enough to withstand physical disintegration

Topic 7.7: Behaviorism and Social Cognitive Theories of Personality

Learning Target 7L
Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality

Behavioral Theory of Personality

Behavioral theories suggest that personality is a result of interaction between the individual and the environment. Behavioral theorists study observable and measurable behaviors, rejecting theories that take internal thoughts and feelings into account.

The behavioral approach focuses on the central role of learning in the development of personality.

The behaviorist approach to personality proposes that each individual pattern of behavior a person possesses was caused by an environmentally determined event called learning. Since birth, each person experiences countless learning events that consist of a behavior followed by a consequence. Personality is the sum of all those learning events.
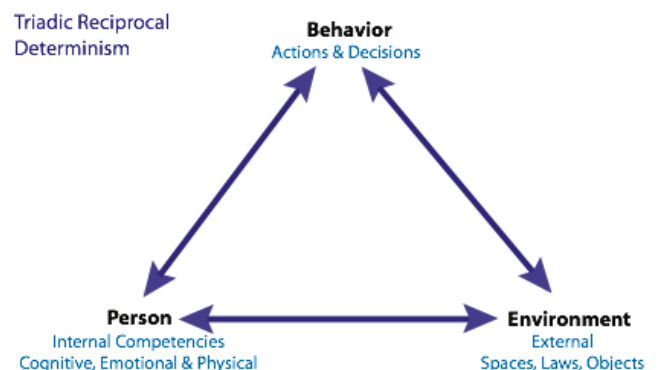
Major Theorists:
- **John B. Watson**
  - Watson introduced the behaviorist view in response to the Freudian psychoanalytic approach to explaining behavior.
- **B.F. Skinner**
  - Skinner believed that it is simply human nature that we behave in such a way that we would receive rewards or favorable things. If we want to experience reinforcement, then we should develop personality traits that are positive, such as those attributes included in the "agreeableness" category of the Big Five (e.g. being understanding, compassionate, empathetic, and a positive thinker). In this sense, Skinner argued that we respond to every kind of reinforcement, and that our behavior and personality traits can be shaped and controlled by society **(environmental determinism)**.

Social Cognitive Theory of Personality

The social cognitive perspective of personality emphasizes the importance of observational learning, self-efficacy, situational influences and cognitive processes.
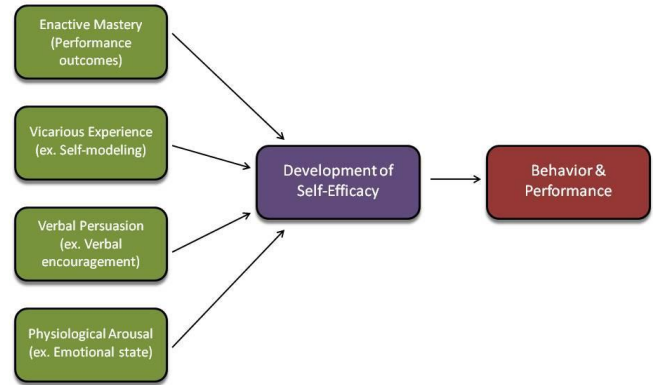
Major Theorists:
- **Albert Bandura:** Emphasized the importance of social learning, or learning through observation. His theory emphasized the role of conscious thoughts including self-efficacy, or our own beliefs in our abilities.
  - *Reciprocal Determinism*: how people think, how people behave, and what their environment is like all interact to influence the consistency of behavior.
  - *Bandura's concept of self-efficacy is very influential* (you need to know this!!!) *Self-efficacy* is the level of confidence an individual has regarding his or her ability to perform a particular task or skills. In other words, what does an individual believe he or she is capable of accomplishing? Individuals who have high self-efficacy for a particular task believe that success is possible and are more likely to continue to pursue goals when setbacks occur and to

Triadic Reciprocal Determinism

Behavior
Actions & Decisions

Person
Internal Competencies
Cognitive, Emotional & Physical

Environment
External
Spaces, Laws, Objects

accomplish what they set out to do than those with low self-efficacy.

Sources of Self-Efficacy

o Do not get it confused with…
  ▪ **Self-esteem** is the amount that one values oneself, for good or for bad.
  ▪ **Self-concept** is the unique beliefs and personality characteristics an individual has about himself or herself.
  ▪ **Self-fulfilling prophecy** refers to the expectations people have about themselves that lead them to alter their behavior, causing their expectations to come true.
  ▪ **Self-serving bias** is the tendency to attribute one's success to dispositional factors and failures to situational factors.
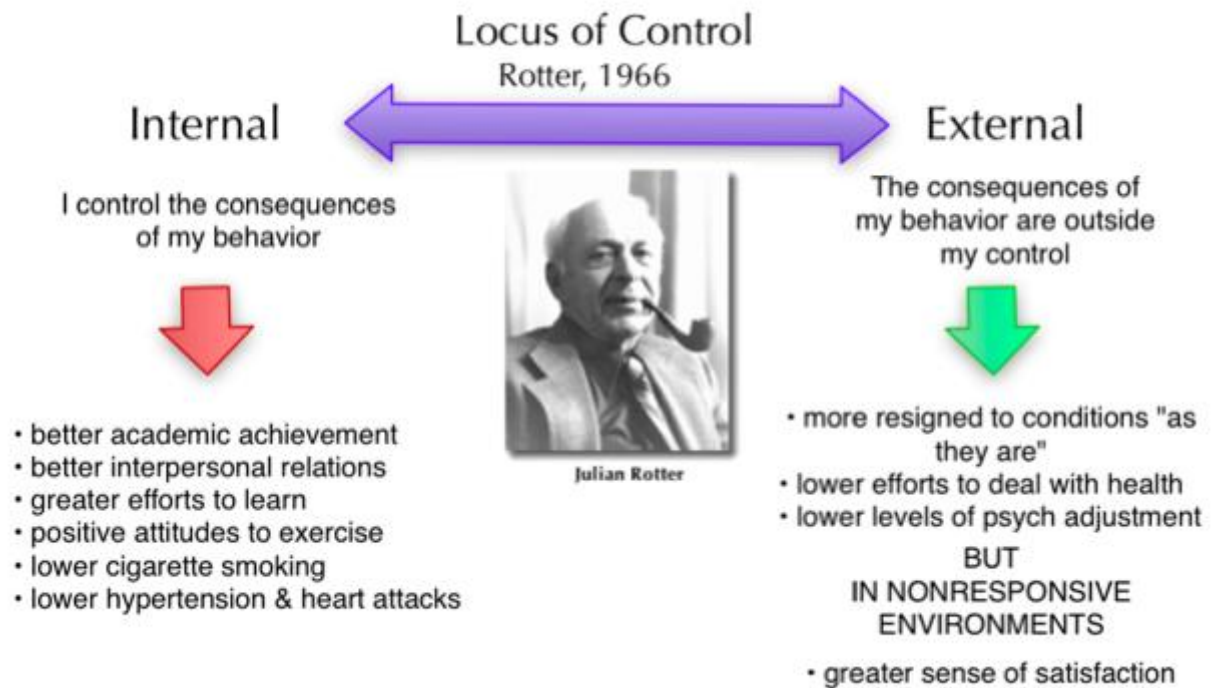
- **George Kelly:** Explains that personality differences are related to the unique personal constructs that an individual holds. His theory suggests that the way each individual categorizes his or her experiences into different personal constructs represents the individual's personality.

  o **Personal constructs**: concepts that individuals create to help them predict or explain their experiences.
    ▪ If they come true, they will be reinforced.
    ▪ If they provide undesirable results, they will be discarded or revised.

What is a personal construct?
- A construct is defined not as an event, but how we construe the event. Thus a construct is the meaning we give to our surrounding reality.
- We create an image of reality and then we respond to this image.
- Personal constructs are then tested against reality.

- **Julian Rotter:** Investigated how differences in personality were related to an individual's perceived control over the environment (Locus of Control)

  o **Internal Locus of Control**: believe they are capable of influencing what happens to them through their hard work and effort.
    ▪ Correlational studies show these individuals are more successful, less likely to become depressed, more likable, and have higher levels of self-esteem
  o **External Locus of Control**: believe that what happens to them may be largely determined by fate, luck, or the actions of others.

Locus of Control
Rotter, 1966

Internal ← → **External**

I control the consequences of my behavior

The consequences of my behavior are outside my control

Julian Rotter

- better academic achievement
- better interpersonal relations
- greater efforts to learn
- positive attitudes to exercise
- lower cigarette smoking
- lower hypertension & heart attacks

- more resigned to conditions "as they are"
- lower efforts to deal with health
- lower levels of psych adjustment

BUT
IN NONRESPONSIVE
ENVIRONMENTS

- greater sense of satisfaction

Topic 7.8: Humanistic Theories of Personality

Learning Target 7M
Compare and contrast humanistic theories of personality with other theories of personality.

Humanistic Theory of Personality

The humanistic perspective of personality focuses on psychological growth, free will and personal awareness. It takes a more positive outlook on human nature and is centered on how each person can achieve their individual potential.

Major Theorists:
- **Carl Rogers:** Believed in the inherent goodness of people and emphasized the importance of free will and psychological growth. He suggested that the *actualizing tendency* is the driving force behind human behavior.
  - Argued that *self-concept* is the cornerstone of a person's personality – the set of perceptions and beliefs that individuals have about their own nature and behavior
  - People whose self-concept matches their life experiences usually have high self-esteem and better mental health (*Congruence*).
  - Believed that in order to develop a healthy personality, children and adults need to be surrounded by others who offer *unconditional positive regard*
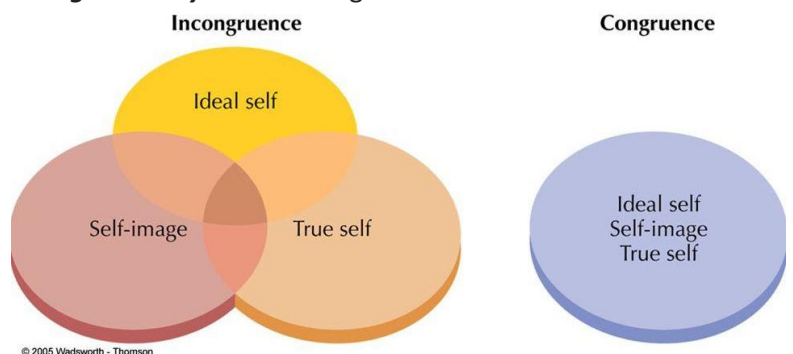
Incongruence

Ideal self

Self-image   True self

© 2005 Wadsworth - Thomson

Congruence

Ideal self
Self-image
True self

FIGURE 10.8 Incongruence occurs when there is a mismatch between any of these three entities: the ideal self (the person you would like to be), your self-image (the person you think you are), and the true self (the person you actually are). Selfesteem suffers when there is a large difference between one's ideal self and self-image. Anxiety and defensiveness are common when the self-image does not match the true self.

and are accepting (supportive), genuine (honest), and empathetic (understanding and compassionate).

- ▪ Unwavering acceptance allows an individual to develop a sense of genuine goodness and reach his or her full potential.
- ▪ *Used significantly in counseling and treatment methods.*

- **Abraham Maslow:** Suggested that people are motivated by a hierarchy of needs. The most basic needs are centered on things necessary for life such as food and water, but as people move up the hierarchy these needs become centered on things such as esteem and self-actualization.
  - o He stressed that humans have a natural drive to find self-fulfillment and realize their potential.
  - o He viewed self-actualization as an ongoing process of growth.
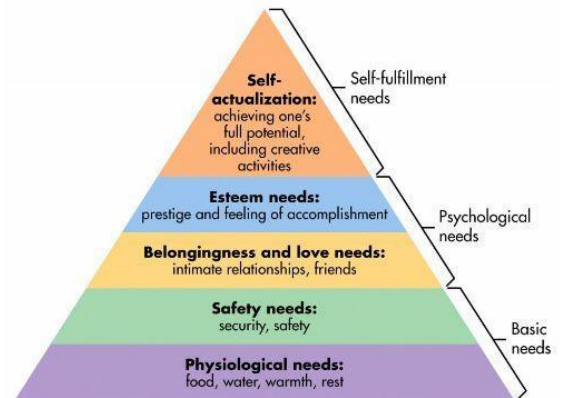
- *Criticisms of Humanist Theories*
  - o Difficult to test scientifically
  - o The humanist idea that individuals are innately good and striving for perfection is too optimistic
  - o Despite the criticisms, humanism has expanded the field of personality psychology to focus more on healthy individuals → **positive psychology** (includes the study of perceived happiness and the factors that contribute to our levels of joy)

Learning Target 7N
Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.

Cultural Psychology: the study of how behavior and personality are both embedded in culture and, at the same time, influential in shaping that culture

Influences of Individualistic and Collectivistic Cultures (Harry Triandis): developed a theoretical framework that draws on concepts from ecological psychology and anthropology to give a deeper understanding of these two main types of cultures.

- In strong *individualistic cultures,* the needs and desires of the individual take priority over the needs of the group
- In strong *collectivistic cultures*, the group takes priority over the individual

Individualist* (typically reflect western ideals)	Collectivist† (typically reflect eastern ideals)
Independent	Socially interdependent
Self-reliant	Connected
Achievement orientated	Moderate/traditional
Competitive	Cooperative
Assertive	Obedient
Pleasure seeking	Self-sacrificing
Self-assured	Sensitive
Direct	Self-controlled
Self-interest	Equalitarian

Topic 7.9: Trait Theories of Personality

Learning Target 70
Compare and contrast trait theories of personality with other theories of personality.

Trait Theory of Personality

The trait perspective of personality is centered on identifying, describing and measuring the specific traits that make up human personality. By understanding these traits, researchers believe they can better comprehend the differences between individuals.

Major Theorists:
- **Gordan Allport**: (1897-1967) Used a comprehensive dictionary to develop a list of 4,504 adjectives that could be used to describe specific personality traits. He then rearranged these traits into three levels.
  - o Stresses that an individual's personality is determined by his or her conscious motivations
    - ▪ **Common traits**: universal to all people within a culture
    - ▪ **Individual traits** / Personal dispositions: unique to individuals
      - ▪ **Cardinal dispositions**: influence almost all of a person's behavior and are so significant that they essentially define the person; not present in every individual; especially rare
      - ▪ **Central dispositions**: groups of characteristics that describe how a person behaves most of the time and dependably predict how individuals will act in a given situation
      - ▪ **Secondary dispositions**: influence behavior to a much lesser extent and include individual preferences

- **Raymond Cattell**: (1905-1998) Used a statistical technique called factor analysis to reduce Allport's list to 171 terms. He later refined this list to 16 personality traits that he believed could be utilized to understand and measure individual differences in personality.
    - ▪ **Surface traits**: clusters of highly related behaviors
    - ▪ **Source traits**: the underlying causes of these behaviors
   - o Developed the **16 PF (Personality Factor) Questionnaire**
        - ▪ Used by psychologists today to evaluate individuals and to compare their scores with larger groups and different age ranges
        - ▪
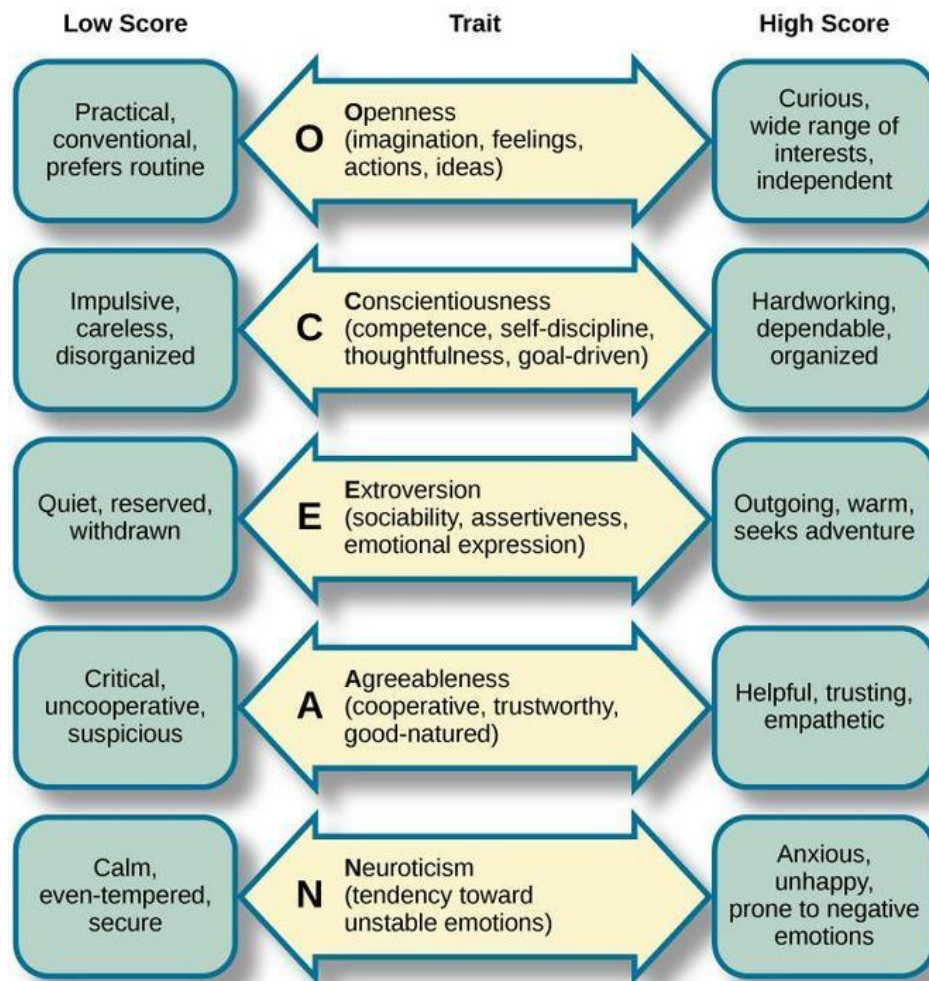   - o SAMPLE COMPARISON (Airline Pilots and Business Executives)

Cattell's 16 Factor Key

Factor	low score	high score
Warmth	cold, selfish	supportive, comforting
Intellect	instinctive, unstable	cerebral, analytical
Emotional Stability	irritable, moody	level headed, calm
Aggressiveness	modest, docile	controlling, tough
Liveliness	somber, restrained	wild, fun loving
Dutifulness	untraditional, rebellious	conforming, traditional
Social Assertiveness	shy, withdrawn	uninhibited, bold
Sensitivity	coarse, tough	touchy, soft
Paranoia	trusting, easy going	wary, suspicious
Abstractness	practical, regular	strange, imaginative
Introversion	open, friendly	private, quiet
Anxiety	confident, self assured	fearful, self-doubting
Openmindedness	closeminded, set-in-ways	curious, exploratory
Independence	outgoing, social	loner, craves solitude
Perfectionism	disorganized, messy	orderly, thorough
Tension	relaxed, cool	stressed, unsatisfied
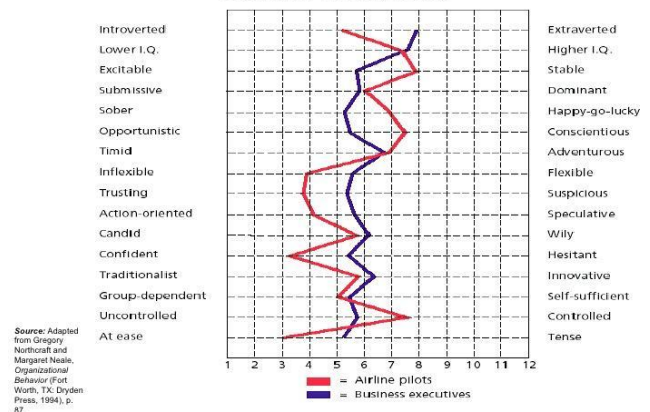
- **Robert McCrae and Paul Costa**: Attempted to reduce the lengthy lists of potential traits for describing individuals into a few fundamental dimensions of personality.
    - o *The Big Five Personality Traits*
        - ▪ Openness (inquiring, independent, curious)
        - ▪ Conscientiousness (dependable, self-controlled)
        - ▪ Extraversion (outgoing, social adaptive)
        - ▪ Agreeableness (conforming, likable)
        - ▪ Neuroticism (excitability, anxiousness)
    - o Measured using an objective personality test called the NEO Personality Inventory (NEO-PI-R)

Low Score | **Trait** | **High Score**

Practical, conventional, prefers routine — **O** — **O**penness (imagination, feelings, actions, ideas) — Curious, wide range of interests, independent

Impulsive, careless, disorganized — **C** — **C**onscientiousness (competence, self-discipline, thoughtfulness, goal-driven) — Hardworking, dependable, organized

Quiet, reserved, withdrawn — **E** — **E**xtroversion (sociability, assertiveness, emotional expression) — Outgoing, warm, seeks adventure

Critical, uncooperative, suspicious — **A** — **A**greeableness (cooperative, trustworthy, good-natured) — Helpful, trusting, empathetic

Calm, even-tempered, secure — **N** — **N**euroticism (tendency toward unstable emotions) — Anxious, unhappy, prone to negative emotions

- *Criticisms of Trait Theories*
    - Fails to take into account how people behave differently depending on the situation
    - The predictive power of a self-report inventory is limited because traits people express tend not to be consistent from situation to situation.
        - Person-situation Controversy (Walter Mischel)
            - The ongoing debate in psychology regarding whether or not traits (person) or the situation are more reliable in terms of predicting behavior
    - Most research shows that traits on average do accurately predict individual behavior in most situations

Topic 7.10: Measuring Personality

Learning Target 7P
Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.

The wide range of personality tests currently in use fall into two large categories: objective and projective

- **OBJECTIVE PERSONALITY TESTS**
    - Also known as self-report inventories
    - Questionnaires that ask individuals to indicate if specific statements about behaviors, symptoms, emotions, or thoughts relate to them personally.
    - Often true/false or multiple choice format

- o   Can be administered individually or large group
- o   Easy to score and can be given easily to large groups
- o   Most frequently used: **Minnesota Multiphasic Personality Inventory (MMPI-2)**
    - ▪   Used to measure differences in personality and identify emotional and behavior problems.
    - ▪   Questions are divided into ten scales based on psychiatric categories, including measures for depression, schizophrenia, distrust (paranoia), anxiety, and others
    - ▪   567 statements!! True, false, or cannot say in respect to their own behavior
    - ▪   In addition, validity scales represent checks on lying, carelessness, and misunderstanding – the test is considered invalid for individuals who score too high on any of these validity scales
    - ▪   Frequently used by clinical psychologists and psychiatrists to evaluate mental health
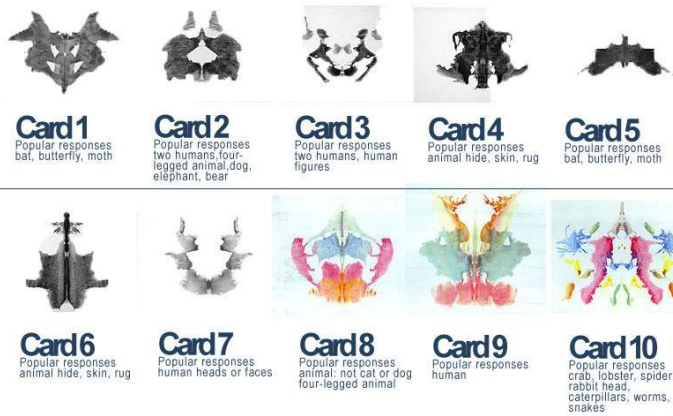   - ▪   Also used in private and government settings for potential job applicants

MMPI-2 Questions

- ○ False ○ True 1. I like mechanics magazines.
- ○ False ○ True 2. I have a good appetite.
- ○ False ○ True 3. I wake up fresh and rested most mornings.
- ○ False ○ True 4. I think I would enjoy the work of a librarian.
- ○ False ○ True 5. I am easily awakened by noise.
- ○ False ○ True 6. My father is a good man (or if your father is dead) my father was a g
- ○ False ○ True 7. I like to read newspaper articles on crime.
- ○ False ○ True 8. My hands and feet are usually warm enough.
- ○ False ○ True 9. My daily life is full of things that keep me interested.
- ○ False ○ True 10. I am about as able to work as I ever was.

Strengths	Weaknesses
- Relatively easy to administer - Generate a great deal of information - Large sample sizes which is more representative of the population = greater standardization and comparison - Can be translated for use across cultures - High levels of reliability and validity for recognizing mental health issues in a wide range of cultures	- Individuals from other cultures may have higher overall scores because some items do not apply to them. - Participants may not report accurately about themselves - Participants may interpret questions differently than they were intended *BARNUM EFFECT*: the tendency individuals have to agree with descriptions of themselves that are generally positive, but also unclear and ambiguous (i.e. horoscopes)

- ●   **PROJECTIVE PERSONALITY TESTS**
    - o   The participant is given a vague or ambiguous stimulus and is asked to respond to it, often with a story
    - o   Attempts to measure the symbolic expression of conflicts and impulses and, therefore, is most closely associated with psychoanalytic and psychodynamic methods.
    - o   Unstructured with open-ended questions
    - o   Examples include Draw-a-Person, word-association tests, and sentence-completion tests.
    - o   **Rorschach Inkblot Test**
        - ▪   Participant is presented with a series of cards that have blots of ink on them; cards are presented one at a time in a specific order
        - ▪   Participant is asked to describe what he or she sees in as much time as they wish
        - ▪   Interpretation of the results is "supposed" to reveal how an individual solves problems, an individual's intellectual level, and emotional stability
        - ▪   The test is currently of questionable diagnostic value

Card 1
Popular responses
bat, butterfly, moth

Card 2
Popular responses
two humans, four-legged animal, dog, elephant, bear

Card 3
Popular responses
two humans, human figures

Card 4
Popular responses
animal hide, skin, rug

Card 5
Popular responses
bat, butterfly, moth

Card 6
Popular responses
animal hide, skin, rug

Card 7
Popular responses
human heads or faces

Card 8
Popular responses
animal: not cat or dog four-legged animal

Card 9
Popular responses
human

Card 10
Popular responses
crab, lobster, spider rabbit head, caterpillars, worms, snakes

- o **Thematic Apperception Test (TAT)**
  - ▪ Developed by Henry Murray
  - ▪ A series of cards, each with a different picture
  - ▪ Participant creates a story by providing a setting for the action in the picture, indicating what the future outcome will be, and identifying the emotions the characters are experiencing.
  - ▪ Frequently utilized to measure both achievement and affiliation motivations or as a starting point for conversations between clients and psychologists

Strengths	Weaknesses
● Continue to be utilized in clinical settings ● Typically used for gathering additional information about clients or providing an opportunity to stimulate discussion.	● Vulnerable to experimenter bias because of preexisting expectations that test examiners may have about how participants ought to respond. ● Interrater reliability is low (when two psychologists evaluate the same participant's responses and do not come to the same conclusions) ● Issues of reliability and validity in measuring personality traits and motivations, assessing mental illness, and predicting behavior