

Psykologisk institutt

Eksamensoppgave i PSY1016/PSYPRO4116 Personlighetspsykologi I

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Eksamensdato: 28.5.2013

Eksamenstid (fra-til): 09.00-13.00

Hjelpemiddelkode/Tillatte hjelpemidler: Ingen

Annen informasjon:

Målform/språk: Bokmål

Antall sider: 2

Antall sider vedlegg: 0

Kontrollert av:

Informasjon:

Oppgavesettet er todelt.

Oppgavene 1-3 skal besvares kort (se beskrivelse for hver enkelt oppgave).

I oppgave 4 skal du velge **én av de tre** oppgavene som er beskrevet.

Oppgave 4 teller like mye som oppgave 1-3 samlet.

1. Forklar begrepene kort (rundt tre linjer med tekst per deloppgave):
 - a) Type-A personlighet
 - b) Personlighetskoherens
 - c) Fiendtlig attribusjons tilbøyelighet (Hostile attributional bias)
 - d) Appersepsjon

2. Definer og gi et eksempel på hvert av følgende begrepene (rundt tre linjer per deloppgave):
 - a) Projektiv test
 - b) Sublimasjon (sublimation)
 - c) Passiv gener/miljø korrelasjon (Passive genotype-environment correlation)

3. Nevn kort (ikke over ti linjer) hovedbudskapet fra hver av de følgende teoriene/modellene:
 - a) Banduras konsept om mestringstro (self-efficacy)
 - b) Maslows tilnærming til selvaktualisering
 - c) Beck's kognitive teori

4. I denne delen av eksamen skal du **velge én av oppgavene** nedenfor.
 - a) Gjør rede for ulike teorier for kjønnsforskjeller fra et biologisk og et kulturelt perspektiv. Fokuser på beskrivelse av teoriene og forskjeller mellom disse.
 - b) Grei ut om fem faktor tilnærmingen og Circumplex modellen for personlighets taksonomi. Diskuter spesielt problemer med den femte faktoren i fem faktor tilnærmingen og kritikk av Circumplex modellen. Hva er likhetene og forskjellene mellom modellene?
 - c) Diskuter personlighetsutvikling fra Freud sitt perspektiv. Hvordan kobles det psykodynamiske perspektivet sammen med motivasjon?

Sensorveiledning eksamen

PSY1016/PSYPRO4116 Våren 2013:

1a) NOR: Type A personlighet: Knyttet opp mot gruppe av hjertesyke, personlighetstrekk som konkurrerende, aggressiv arbeidsnarkoman, ambisiøs, streber, fiendtlig, travel. Refereres til som et syndrom av flere trekk: oppnåelsesmotivert og konkurransedyktig; fiendtlig og aggressiv; tidsklemme.

ENG: Traits linked to a group of coronary heart diseases patients, competitive, aggressive workaholics, ambitious overachievers, often hostile, almost always in a hurry, rarely relaxed. Type A refers to a syndrome of several traits: achievement motivation and competitiveness; time urgency; hostile and aggressiveness.

1b) NOR: Endring i hvordan personlighet kommer til uttrykk over tid, selv om de underliggende karakteristikkenes/trekkene er lik. Kontinuitet i underliggende trekk, med endring i hvordan trekket uttrykkes.

ENG: Changes in the manifestations of personality variables over time, even as the underlying characteristics remain stable. Continuity in the underlying trait with changes in the outward manifestation of that same trait.

1c) NOR: Tendensen til å tolke fiendtlige hensikter fra andre når man opplever usikker eller uklar atferd fra andre. Individene som er aggressive forventer at andre mennesker er fiendtlig innstilt ovenfor dem selv.

ENG: The tendency to infer hostile intent on the part of others in the face of uncertain or unclear behavior from others. People who are aggressive expect that others will be hostile towards them.

1d) NOR: Hvordan man tolker miljøet og opplever meningen med hva som skjer i situasjoner. En persons behov vil påvirke hvordan han/hun opplever (spesielt et tvetydig) miljø.

ENG: A person's needs influence how he/she perceives the environment, especially when the environment is ambiguous. The act of interpreting the environment and perceiving the meaning of what is going on in a situation.

2a) NOR: Standardisert stimuli med muligheten for tolkning fra respondentene. Hva personen ser i f.eks. Rorschach-testen er direkte knyttet til hva personen tenker på.

ENG: Standardized stimuli with the possibility of interpretation from the respondent. What the person sees in e.g. a Rorschach-test is directly linked to what is on the person's mind.

2b) NOR: En forsvarsmekanisme fra Freud som refererer til å rette uakseptabel aggressiv eller seksuell instinkter mot sosialt akseptert aktivitet. Eks. hugge ved eller pumpe jern etter en krangel i stedet for å utøve vold mot parten man krangler med.

ENG: Defense mechanism (Freud) which refers to the channeling of unacceptable sexual or aggressive instincts into socially desired activities (such as work-out or chopping wood).

2c) NOR: Når foreldre bidrar med både gener og miljø til barnet, men barnet ikke gjør noe aktivt for å oppsøke miljøet. Eks. antall bøker i huset/mat laget av foreldre.

ENG: When parents provide both genes and environment to children, but the children do nothing to obtain that environment. E.g. books in the household/food made by parents.

3a) NOR: Mestringstro refererer til troen på at man kan utøve et spesifikt handlingsmønster for å oppnå et mål. Gjensidig påvirkning med innsats og prestasjon, Mestringstro fører til bedre prestasjon, som igjen øker mestringstroen. Høy mestringstro er derfor viktigst i møtet med nye utfordringer (se s 387 for eksempelet med stup). Knyttet opp mot læring av andre, observasjon av andre som utøver en handling med positivt resultat kan føre til økt mestringstro.

ENG: Self-efficacy refers to the belief that one can execute a specific course of action to achieve a goal. Mutually influence between the concept and performance; self-efficacy leads to better performance which in turn leads to increase in self-efficacy. Important concept in meeting with new challenges (p. 378 for example with diving). Linked to learning by seeing others perform; others perform with positive results might led to increased self-efficacy.

3b) NOR: s. 351. Selvrealisering er definert som en persons fulle potensial. Øverste nivå på pyramiden, å bli den personen man er ment å være. Det som kjennetegner en person som er selv-realisert i følge Maslow er beskrevet inngående i tabellen på s. 355: Noen av disse bør være nevnt. Ikke knyttet til kjente/berømte personer selv om det var svært mange historiske personer som ble beskrevet av Maslow. Kandindaten må også gjerne beskrive flow (s. 354).

ENG: Develop one's full potential, to become the person one was meant to be. At the top of the hierarchy of needs developed by Maslow. According to Maslow characterized by several traits described in table on p. 355: Some which should be described by the candidate. Not among these traits is "make great contribution", but this might be misinterpreted based on the case studies used by Malsow (e.g. Eintein, T. Jefferson). The candidate might also describe the concept of flow (p. 354).

3c) NOR: Knyttet til sårbarhet til depresjon. Sårbarheten ligger i måten man ser verden på (cognitive schema) Prosessering av innkommende informasjon, fordreining av denne info pga. CS. CS knyttet til kognitive triade; info om seg selv, om verden og om fremtiden. Se eks. 421. Overgeneralisering, personalisering (tilskriver negative hendelser til sin egen feil), katastrofisering (det verste vil skje) og «vilkårlig slutninger» (negative konklusjoner) s. 422. Automatiske tanker, og mønsteret blir en selvoppfyllende profeti.

ENG: Cognitive style linked to vulnerability to depression. The cognitive schema is where the vulnerability lies. Processing of incoming information, distortion of this info because of CS. CS linked to cognitive triad; info about self, about the world and about future. See p. 421. Overgeneralization, personalizing, arbitrary inference, and catastrophizing p.422. Automatic negative thoughts, and the pattern becomes a self-fulfilling prophecy.

4a) Evolutionary theory: Differences in domains where men and women have faced different adaptive problems (e.g. pregnancy in women, not in men) which have led to differences in jealousy, aggression, partner preferences, desire for sexual variety, etc. These are influenced by cultural, social and contextual inputs, and especially in magnitude due to environmental input, but the difference stems from evolutionary differences. Have claims on the origin of sex differences. Problem: individual differences within each sex. **Hormonal theory** argues again that the differences are not because of external social environment; rather differences in underlying hormones cause and maintain differences. The candidate might mention CAH (congenital adrenalin hyperplasia), a condition in which female fetus has an overactive adrenal gland. Results in a hormonal masculine female. Sex differences in circulating testosterone should be mentioned linked to aggression, dominance, and career choice. Lesbians and testosterone linked to butch and femme types. Sexual desire and changes in preferences and sex drive across the ovulatory cycle linked to testosterone. Also sex drive and testosterone in men should be mentioned. Problems: these findings are all correlations. The theory does not answer the question of why men and women are different. **Socialization** accounts for sex differences as a result of reinforcement of masculine and feminine stereotypes from parents, media, teachers, etc. Girls are given dolls, boys toy cars. Children learn and are rewarded by the society for behavior deemed fit for their sex. Models of own sex drives this development; boys watch and learn from father/male peer model, girls do the same from mother/female peer model. Empirical evidence: Differences in encouraging dependency and toys given to children differently dependent of sex. Also cross cultural evidence. Domestic chores given to girls more than boys, more competitive boys encouraged. Problem: does the influence of the parents' guide children or could children guide parental style of parents? No account for origin of differences. **Social roles:** Closely linked to socialization. Origin of sex differences from the distribution of men and women into different occupational and family roles. Over time children learn that men are breadwinning and women are homemakers, and thus adopting the roles themselves. Empirical work concerning dominance and submissive roles should be mentioned. Problem: Who assigns roles? Why passively accept the role given? Cross cultural studies shows that more egalitarian societies have larger differences, presumably contradicting the theory. Integration of the different theories are explained on pp. 517-518.

4b) Both approaches are models which tries to identify, quantify and structure the most important traits of the human personality. Both used lexical approach to identify the factors used, and factor analysis was used to narrow down the number of factors. Candidate should explain the three advantages of circumplex mentioned in the curriculum; Explicit definition of interpersonal behavior, specifies the relationship between traits (and also explain adjacency = how close the traits are to each other in the model; bipolarity= negatively correlated to each other and located opposite each other in the model; orthogonality= traits which are perpendicular to each other (står 90 grader på hverandre) are unrelated/zero correlation), and alerts investigators of gaps in the model (directs research to neglected areas of psychological functioning). The model has been studied in children and adults and identified some maladaptive aspects of interpersonal functioning (e.g. submissive and agreeable might be overly accommodative. Problems: Two dimensions. Traits other than the ones included in the model are also important (e.g. conscientiousness, neuroticism, emotional stability). Should mention the five broad traits in five-factor model (extroversion/surgency, agreeableness, conscientiousness, emotional stability, and openness/intelligence) and mention that each factor consists of different facets. It has been replicated in studies using English-language traits words as items across several different samples, across time,

across cultures and using two separate approaches (single word and sentences). Problems with the fifth factor, is it intelligence, culture, imagination, or openness? Differences cross cultural. Not necessary to mention more than one correlation between abilities/behaviors and the five traits (as pp.81-86). Criticized for leaving out important aspects of personality (as Circumplex), e.g. religiosity, egotism, integrity, humorousness. Only descriptive and not the answer to the question of psychological process or origin of traits. The students should include the notion that both models include focus on interpersonal functioning, and that the five factor model subsumes the circumplex in that the two traits in the model – Extroversion (surgency) and agreeableness are roughly the same as the circumplex dimensions of dominance (status) and agreeableness (love)”. Although the five factor model consist of broader, more general dimensions, it also includes facets provides more nuance and that are more directly related to interpersonal functioning (e.g. hostility).

4c) Psychosexual stage theory. Stuck in stage = fixation. Each stage represents a more mature mode of obtaining sexual gratification. First stage is oral stage, initial 18 months after birth, source of pleasure lips, tongue and moth. Conflict: id want immediate gratification associated with obtaining nourishment and pleasure through the mouth. Also with regards to dependency. Oral fixation as adult (e.g. smoking), overly dependent. Second stage is the anal stage, from oral to 3 years approx.. Anal sphincter as source of sexual pleasure. Linked to self-control (from toilet training), and rigid, overly neat as adults. Or lack of control and sloppy and dirty as adults. First chance of control. Phallic stage is the thirds stage, 3-5 years. Genital discovery and pleasure by touching it. First sexual desire outwards towards opposite-sex parent. Competition with same-sex parent. Oedipal conflict and Electra complex (Jung). Castration anxiety. Due to unresolved oedipal conflict for girls they are morally inferior to women (according to Freud, p. 288). Latency stage: 6-puberty. Few conflicts, little development. Ends with sexual awakening brought about by puberty. Genital stage lasts from the end of puberty throughout life. Only reached if other conflicts in previous stages have been resolved. Not associated with conflict. If conflicts not resolved, less psychic energy is available for later stages. In a nutshell; all born with drive for sexual pleasure (id) but constrained by the civilized society limits satisfaction. Series of predictable clashes/conflicts between desire of pleasure and demands by parents and society. Universal stages, but specific outcomes and instances are unique. Successful personality development according to Freud was defined as the ability to be productive and maintain loving relationships. Linked to motivation: Instincts and the structure of personality should be mentioned. Sexuality and aggression the driving force behind all motivation. Society’s rules govern the acceptable expression of the underlying motives from the two instincts. How the different parts of personality effects motivation and how it is repressed by other parts (pp. 274-278). Could link psychoanalysis to Maslow or Murray’s big three.