

PERSONALITY



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LEARNING OUTCOMES

1. Understand aspects of personality
2. Understanding personality through 5 factors model of personality
3. Personality in regards to ego defense mechanisms.
4. Learning about Real self and Ideal self

PERSONALITY

- ✗ **The word personality stems from the Latin word *persona***, which refers to a theatrical mask worn by performers in order to either project different roles or disguise their identities.
- ✗ It is believed that personality remains fairly consistent throughout life.



DEFINITION

- x **Personality** is the characteristic patterns of **thoughts, feelings, and behaviors** that make a person unique.

Individual differences in characteristic patterns of thinking, feeling, and behaving

1. “Thinking”: Personality includes differences between people in how they typically think. **Example:** Do people tend to focus on the positive (optimists) or the negative (pessimists)?

2. “Feeling”: Personality includes differences between people in how they typically feel. **Examples:** Do people tend to be happy or unhappy? Do they experience intense emotions or not? Do they get angry easily? Are they especially sensitive to rejection?

3. “Behaving”: Personality includes differences between people in how they typically behave. **Examples:** Do they tend to talk a lot? Do they usually go along with what other people want or insist on doing things their way? Are they neat and tidy or sloppy and disorderly? Do they like to try new things, or do they always order the same thing when they go out to eat?



Personality does not refer to physical characteristics, abilities, or temporary states.

1. Personality refers to differences between people in their psychological characteristics, not physical or biological differences (e.g., height or age). **Example:** A person's level of testosterone can influence his or her typical pattern of behavior. However, level of testosterone itself isn't considered a personality characteristic, though it may be related to personality characteristics.
2. Personality is about what people are typically like, not what they are capable of at their best. **Example:** Just because someone can be an excellent negotiator or a skilled chess player, that doesn't mean it is part of his/ her personality.
3. Personality doesn't include fleeting states like hunger, arousal, or mood. Just because a person happens to be happy at a given moment doesn't mean it is part of his/her personality.



PERSONALITY ORIGINS

- ✗ Debate whether personality is innate (nature) or learned from one's experiences in childhood and beyond (nurture).
- ✗ Both sides are partly correct.
- ✗ Personality is influenced by genes and can be observed even in young infants, but it is also shaped by the experiences and changes over the course of a person's life

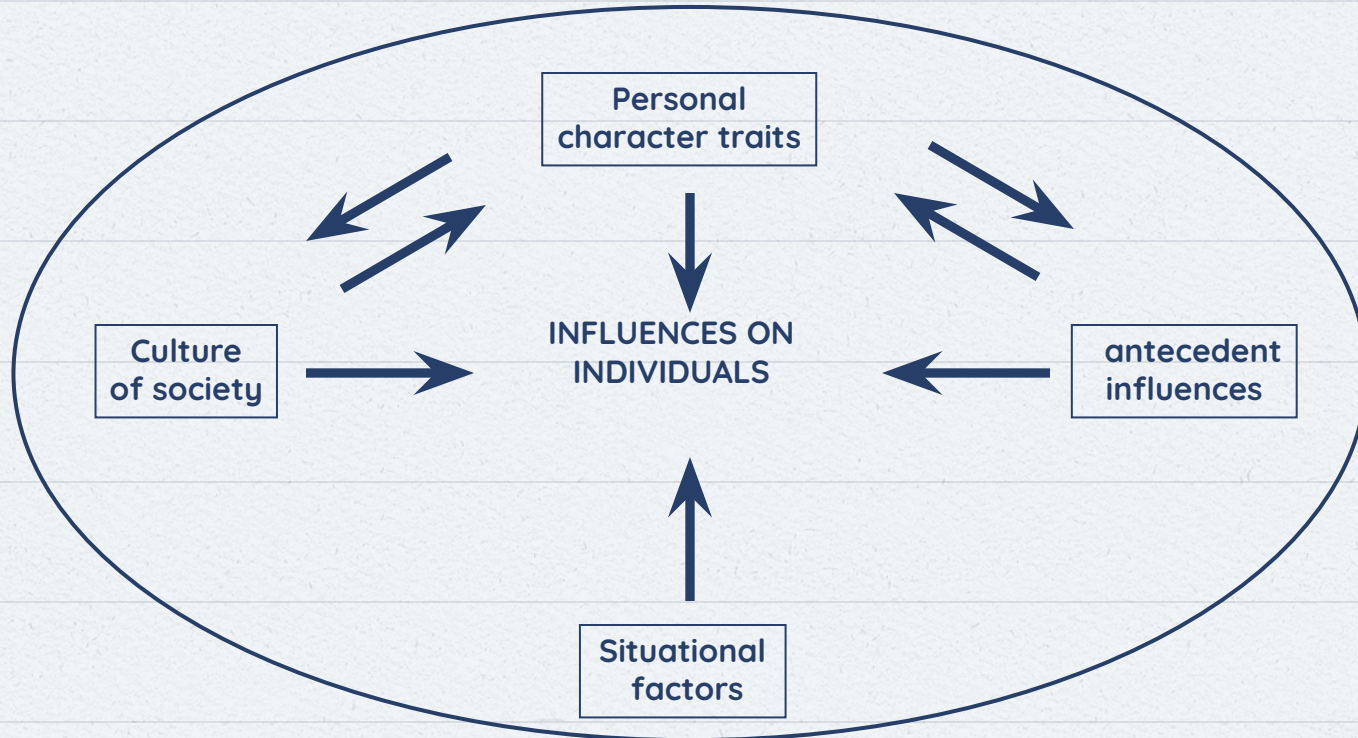


ENVIRONMENTAL INFLUENCES ON PERSONALITY

- ✗ Both genes and people's experiences account for differences between people. Same environment influences people in different ways. **Example:** Having a strict parent might make some kids more rule-abiding and others more rebellious.
- ✗ Few life experiences that have a systematic effect on personality (i.e., that tend to shift everyone's personality in the same way). **Examples:** When young adults enter their first serious romantic relationship, they tend to become more agreeable and more emotionally stable. Also, when people start their first job, they tend to become more agreeable and more conscientious.

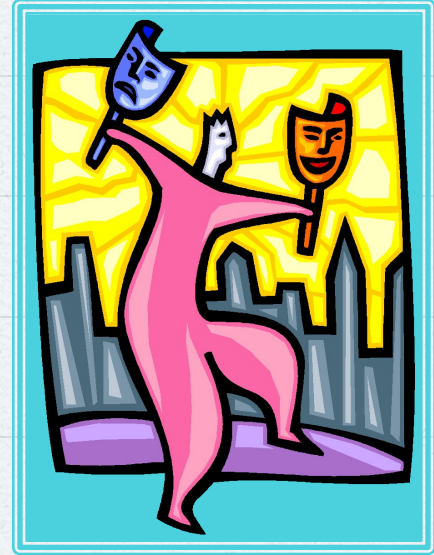


THE BORN VERSUS MADE / NATURE VERSUS NURTURE DEBATE



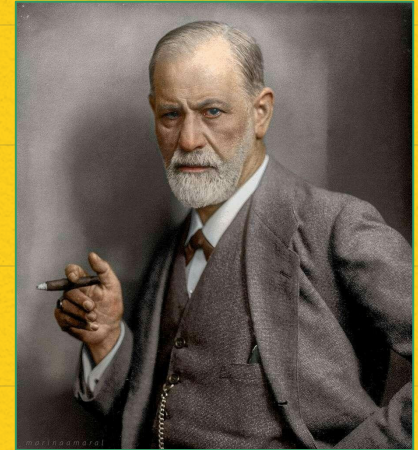
THEORIES OF PERSONALITIES

- ✗ Psychoanalysis theory
 - ✗ Sigmund Freud
- ✗ Humanistic theories
 - ✗ Carl Rogers
 - ✗ Abraham Maslow
- ✗ Social-Learning Theories
 - ✗ Abraham Maslow
 - ✗ Carl Rogers
- ✗ Trait theories



PSYCHOANALYSIS: SIGMUND FREUD

**Turn your eyes inward, look into your
own depths, learn to first know
yourself.**



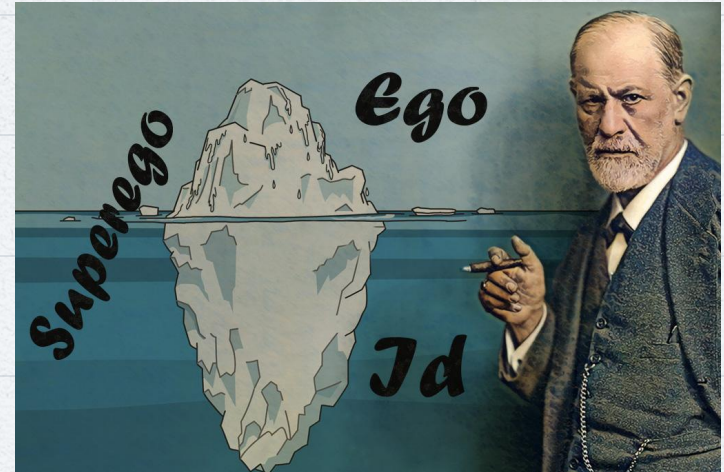
PSYCHOANALYTIC THEORIES OF PERSONALITY

- ✗ Stems from Sigmund Freud's theories about how and why people become who they are.
- ✗ **The importance of the unconscious:** The psychoanalytic theories of personality emphasize that an individual's behavior (and thus his or her personality) is not always the result of conscious mental processes; many of the processes underlying behavior are unconscious
- ✗ **Personality development according to the psychoanalytic perspective:** Freud argued that early childhood experiences are extremely important for personality development. Adults are the way they are in large part because of what happened to them in childhood.



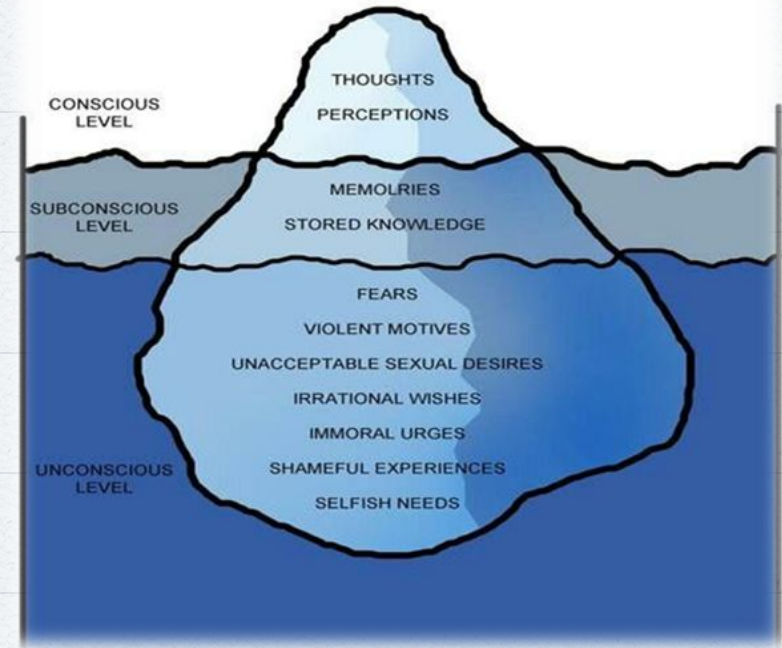
SIGMUND FREUD- PSYCHOANALYSIS

- ✗ Sigmund Freud was an Austrian neurologist who became known as the founding father of **psychoanalysis**.
- ✗ Proposed the first complete theory of personality.
- ✗ Focused on childhood experiences.
- ✗ Sigmund Freud's psychoanalytic theory grew out of his therapeutic work with clients and emphasized the importance of the **unconscious**.

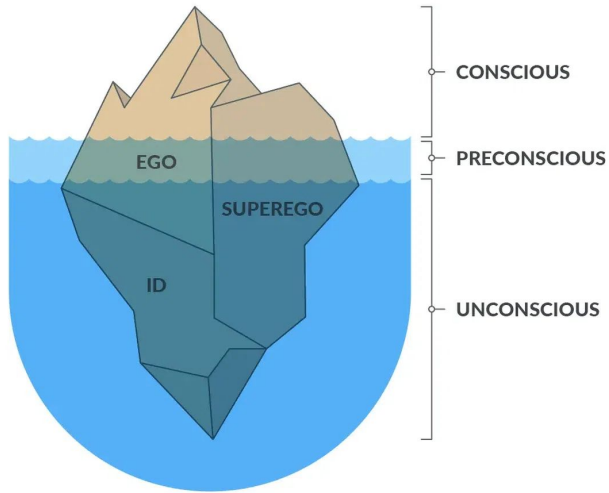


- ✗ Freud described **three levels of awareness.**
- ✗ Freud believed that most of the important personality processes occur below the level of conscious awareness.
- ✗ Like an iceberg, **the most important part of the mind is the part you cannot see.**
- ✗ Our feelings, motives and decisions are actually powerfully influenced by our past experiences, and stored in the unconscious.

Freud's View of the Human Mind:
The Mental Iceberg



Freud's Model of the Mind



- ✗ Freud divided personality into **three structures: the id, the ego, and the superego**
- ✗ He believed that personality is constantly in conflict due to these structures.

THE STRUCTURE OF PERSONALITY

The Id - Reservoir of Psychic Energy

- ✗ Most primitive part of the mind; what we are born with.
- ✗ Source of all drives and urges, The id seeks instant gratification for our wants and needs. (selfish in nature)
- ✗ Operates according to the **pleasure principle**.
- ✗ In other words, the id wants whatever feels good at the time, with no consideration for the reality of the situation.

Example: Hamnah was thirsty. Rather than waiting for the server to refill her glass of water, she reached across the table and drank from Saad's water glass, much to his surprise.



THE STRUCTURE OF PERSONALITY

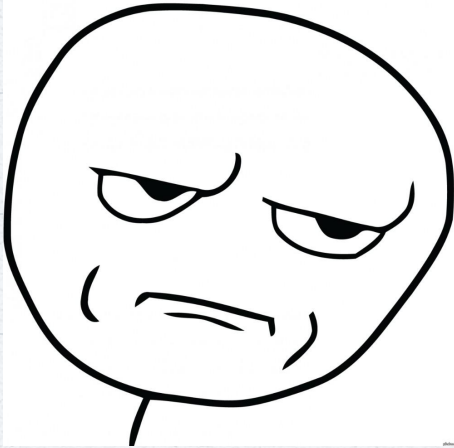
The Ego- Executive of Personality

- ✗ Within the next three years, as the child interacts more and more with the world, the second part of the personality begins to develop. Freud called this part the **Ego**
- ✗ Works on **reality principle** .
- ✗ Mediates between id, superego, and environment

Example: Hamnah was thirsty. However, she knew that her server would be back soon to refill her water glass, so she waited until then to get a drink, even though she really just wanted to drink from Saad's glass.

THE STRUCTURE OF PERSONALITY

The Superego- Upholder of Values and Ideals

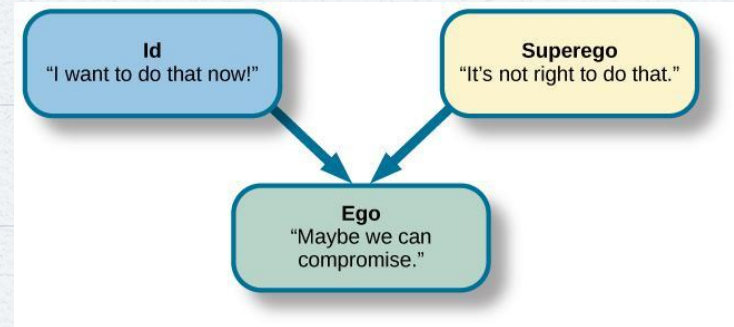


- ✗ Develops around age 5 develops due to the moral and ethical restraints placed on us by our caregivers.
- ✗ Many equate the superego with the conscience as it dictates our belief of right and wrong.
- ✗ Develops through interaction with people.
- ✗ The part of the mind that internalizes the **values, morals /ethics**, and ideals of society

Example: Hamnah was thirsty, she'll think drinking water from someone's glass without permission is wrong.



- ✗ Even though the superego and the ego may reach the same decision about something, the **superego's** reason for that decision is based more on moral values, while the **ego's decision** is based more on what others will think or what the consequences of an action could be on the individual.

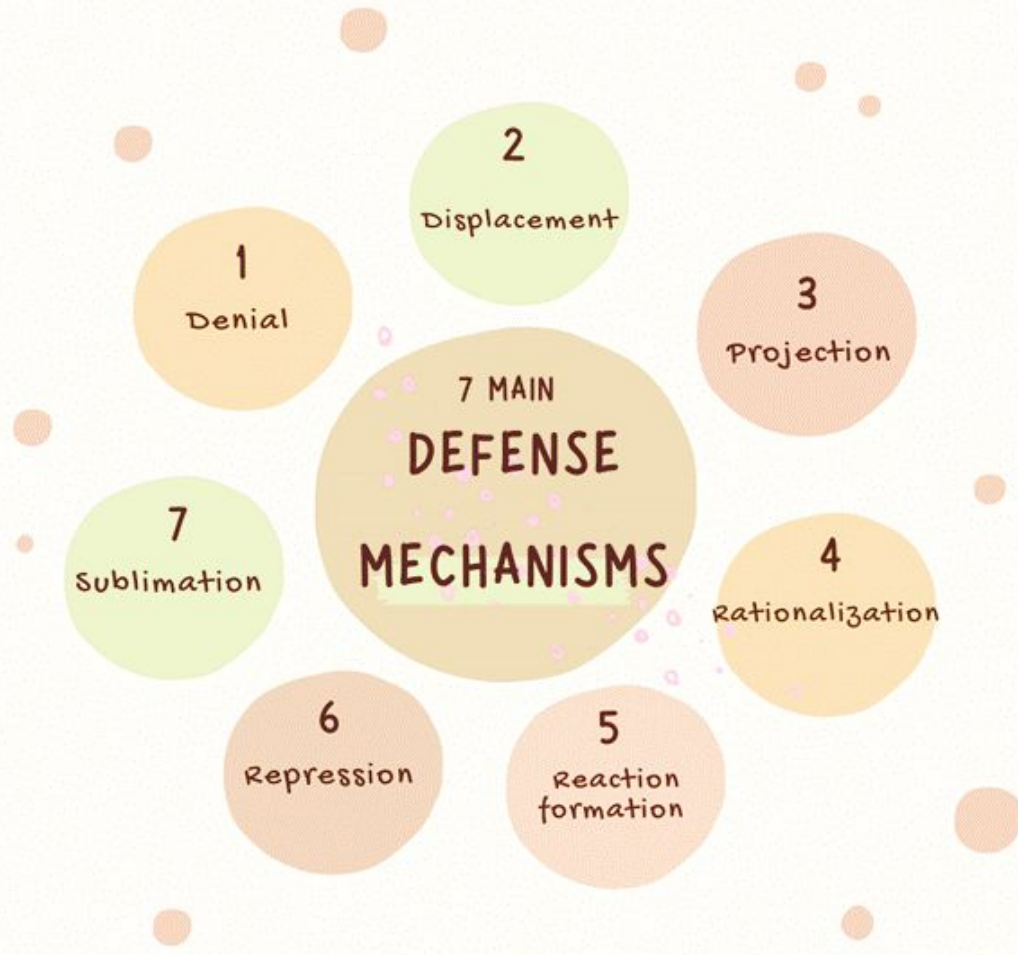


THE STRUCTURE OF PERSONALITY

- ✗ In a healthy person, according to Freud, the **ego is the strongest** so that it can satisfy the needs of the id, not upset the superego, and still take into consideration the reality of every situation.
- ✗ If the **id gets too strong**, impulses and self gratification take over the person's life. For example: In criminals they have selfishness
- ✗ If the **superego becomes too strong**, the person would be driven by rigid morals, would be judgmental and unbending in his or her interactions with the world

DEFENSE MECHANISMS

- ✕ An unconscious psychological operation that functions to protect a person from anxiety-producing thoughts and feelings related to internal conflicts and outer stressors.
- ✕ These are the ways of dealing with difficult feelings which your mind uses.



DENIAL

- ✗ A refusal to accept reality.
- ✗ denying that your physician's diagnosis of cancer is incorrect and seeking a second opinion

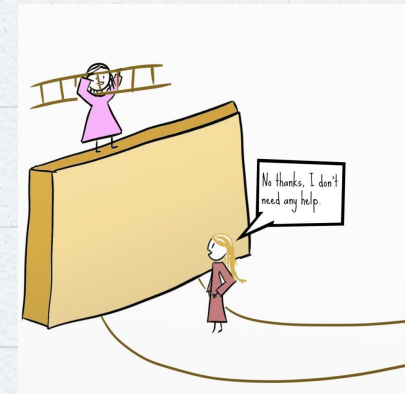


DISPLACEMENT

- ✗ Taking out impulse/negative emotions on a less threatening target.
- ✗ slamming a door instead of hitting a person, yelling at your spouse after an argument with your boss

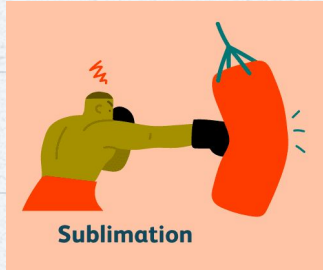
PROJECTION

- ✗ Placing one's own unacceptable thoughts onto others, as if the thoughts belonged to them and not to oneself.
- ✗ when losing an argument, you state "You're just Stupid"



REGRESSION: returning to a previous stage of development/ using previous developmental behaviors when faced with overwhelming stress.

- ✗ E.g.: sitting in a corner and crying after hearing bad news; throwing a temper tantrum when you don't get your way
- ✗ E.g.: Reverting to sucking thumb when in stress



SUBLIMATION: Acting out unacceptable impulses in a socially acceptable way

- ✗ E.g. A man who has aggressive nature decides to pursue a career as a boxer.

REPRESSION: “Pushing” threatening or conflicting events out of conscious memory

- ✗ E.g.: A man is jealous of his good friend's success but is unaware of his feeling of jealousy.
- ✗ Elise, who failed her math exam in board, cannot remember the event at all.

RATIONALIZATION

Making up acceptable excuses for unacceptable behavior.

E.g.. Stating that you failed a test because the teacher doesn't like you, when the real reason was you didn't study.



HUMOR

Focusing on the humorous aspects of an uncomfortable or adverse situation.

E.g.. A nervous patients jokes about an upcoming operation.

SUPPRESSION

Voluntary exclusion from awareness, anxiety producing feelings, ideas and situation.

E.g.: A nursing student states, “I cannot talk about my recent board, please change the topic.

SOCIAL-COGNITIVE THEORIES OF PERSONALITY

A. Behaviorism: The theory that people's behavior is the result of the rewards and punishments they have experienced in the past.

- ✗ The view that people are different from one another because they have experienced different patterns of rewards and punishments, which have reinforced different behaviors in different people; therefore, they have developed different personalities.

Example: A person whose parents laughed at her jokes all the time might end up making more jokes later in her life than someone whose parents did not react when she made jokes.



HUMANISTIC APPROACH: CARL ROGERS

Pioneer in bringing humanistic approach in counselling.

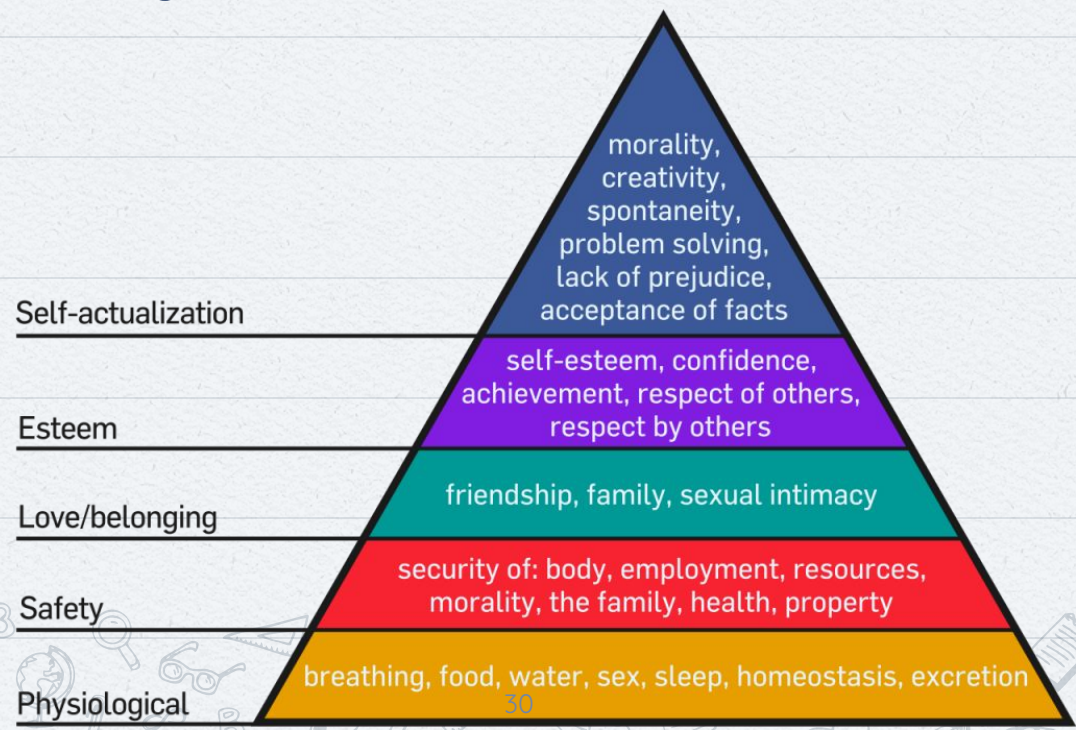
“The curious paradox is that when I accept myself just as I am, then I can change.”

HUMANISTIC THEORIES OF PERSONALITY

- ✗ Humanistic psychologists attempt to understand not just what a person is like what it is like to be that person, what makes that person essentially himself or herself, and what gives the person's life meaning from the person's own subjective perspective.
- ✗ Abraham Maslow is best known for his model of the hierarchy of needs. Maslow believed a person must satisfy a lower-level need in the hierarchy before being able to focus on a higher-level need.



x Maslow hierarchy of needs:



COMPONENTS OF SELF CONCEPT

- ✗ **Self concept:** The self-concept is a general term used to refer to how someone thinks about, evaluates or perceives themselves.
- ✗ One's self-concept is a collection of beliefs about oneself.
- ✗ **It is comprised of real self and ideal self**



ACTIVITY

(REAL SELF - IDEAL SELF)

REAL SELF

- ✗ It is our self image
- ✗ It is true self
- ✗ Have you ever wondered who you really are, deep down inside?

IDEAL SELF

- ✗ What our parents have taught us
- ✗ What we admire in others
- ✗ What our society promotes
- ✗ What we think is in our best interests

REAL SELF

IDEAL SELF

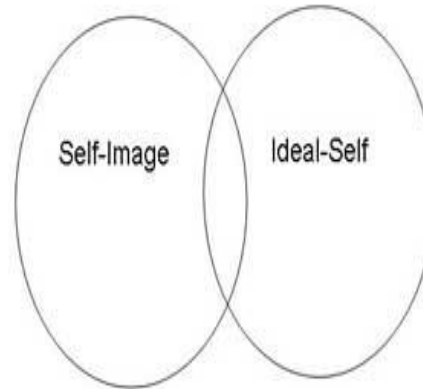
- ◆ Ambivert
- ◆ Artistic
- ◆ Short-tempered
- ◆ Arrogant
- ◆ Empathetic
- ◆ Overthinker
- ◆ Generous
- ◆ Perfectionism
- ◆ Consistent
- ◆ Short
- ◆ Athletic

◆ Acceptance of my real self together with my flaws and imperfections.

◆ Alignment of my real and ideal self gives a sense of well-being or peace of mind.

- ◆ Confident
- ◆ Approachable
- ◆ Logical
- ◆ Tall
- ◆ Clear skin
- ◆ Patience
- ◆ Calm
- ◆ Emotionally expressive
- ◆ Flexibility
- ◆ Clever
- ◆ Resourceful

Incongruent

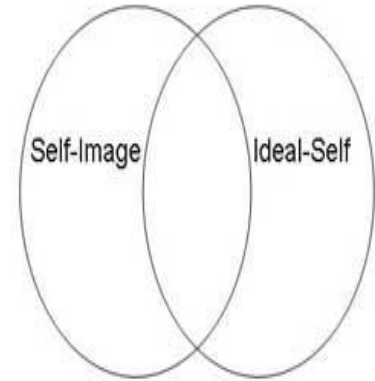


The self-image is different to the ideal self.

There is only a little overlap.

Here self-actualisation will be difficult.

Congruent



The self-image is similar to the ideal self.

There is a more overlap.

This person can self-actualise.

TRAIT THEORIES OF PERSONALITY

Personality Trait: A stable, enduring quality that a person shows in most situations.

Traits are **psychological dimensions** such as extroversion, tidiness, emotional stability, and curiosity.

Traits have proven extremely useful for describing personality and predicting people's characteristic patterns of thinking, feeling, and behaving. They are a way to conceptualize and measure how people differ from one another.

This approach is most often adopted by personality researchers, rests on the assumption that people differ from each other on continuous traits; there are not distinct groups, for example “extraverts” and “introverts,” but instead there is a continuum.

FIVE-FACTOR MODEL OF PERSONALITY



FIVE-FACTOR MODEL OF PERSONALITY

1. Extraversion

- This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness.

2. Agreeableness

- This personality dimension includes attributes such as trust, altruism, kindness, willingness to conform to group norms, affection, and other prosocial behaviors.

3. Conscientiousness (Kon.shee.en.shuhs)

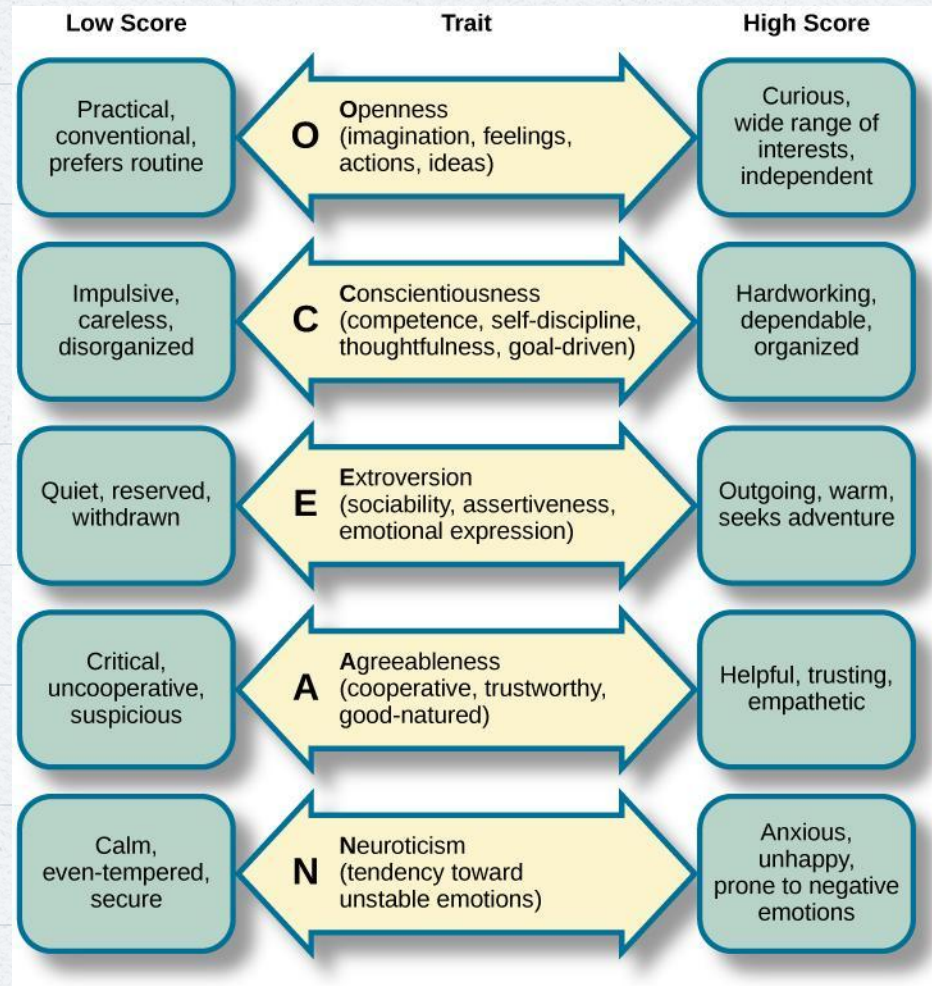
- Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors. Those high in conscientiousness tend to be organized and mindful of details.

4. Neuroticism

- Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.

5. Openness

- This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests.



PERSONALITY HAS CONSEQUENCES

The power of personality at work

Personality has been shown to predict how well people do in school and at work.

a. In school, the trait that most strongly predicts getting better grades is **conscientiousness** (Nofle & Robins, 2007).

b. At work, job performance and success are related to different personality traits depending on the job. One longitudinal study found that personality measured in adolescence predicted who was employed and how high the status of their job was 46 years later (Judge et al., 1999). The people who were **most successful at work as adults, as adolescents had been assessed as more extroverted, less neurotic, less agreeable (somewhat surprisingly), and more conscientious than others.**



Roberts and his coauthors (2007) identified five possible explanations of how personality predicts who does well in school and at work:

- Personality may affect how attracted a person is to a **particular course of study or career**. People may choose college majors or careers suited to their personality.
- Personality may affect who is **recruited into a particular career**. Other people (e.g., employers, teachers, advisors) may encourage a person to pursue a field that suits his or her personality.
- Personality may affect the **impact a person has on his or her work environment**. People whose personalities are well suited to their role at work or at school may perform better and create a better work environment for themselves (and others).
- Personality may predict who **drops out of school, a job, or career**.
- Personality may have a direct effect on **performance**. Some personality traits may give people advantages for some jobs or educational settings.

PERSONALITY IN RELATIONSHIPS

- ✗ Personality has been shown to predict who is likely to have **more satisfying romantic relationships and more likely to get divorced**.
- ✗ The personality traits most strongly associated with **divorce are high neuroticism, low agreeableness, and low conscientiousness**. The main reason personality can predict who gets divorced is, people with more **pleasant personalities (low neuroticism, high agreeableness, and high conscientiousness)** have more pleasant relationships.

The Big Five Personality test, also known as the Five Factor Model, is a personality test based on the assumption that personality can be sufficiently described by five personality traits