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PERSONALITY



Illustration of a diverse group of people (men, women, young adults, and an elderly woman) holding white masks, symbolizing the concept of personality. The background is decorated with various icons related to psychology and science, including a lightbulb, a magnifying glass, a ruler, a calculator, a DNA helix, a microscope, a brain, a star, a plus sign, a minus sign, a paper airplane, a compass, a pencil, a notepad, a play button, a cone, a pin, a star, a number 3, a number 2, a number 1, a number 4, a number 5, a number 6, a number 7, a number 8, a number 9, a number 0, a number 10, a number 11, a number 12, a number 13, a number 14, a number 15, a number 16, a number 17, a number 18, a number 19, a number 20, a number 21, a number 22, a number 23, a number 24, a number 25, a number 26, a number 27, a number 28, a number 29, a number 30, a number 31, a number 32, a number 33, a number 34, a number 35, a number 36, a number 37, a number 38, a number 39, a number 40, a number 41, a number 42, a number 43, a number 44, a number 45, a number 46, a number 47, a number 48, a number 49, a number 50, a number 51, a number 52, a number 53, a number 54, a number 55, a number 56, a number 57, a number 58, a number 59, a number 60, a number 61, a number 62, a number 63, a number 64, a number 65, a number 66, a number 67, a number 68, a number 69, a number 70, a number 71, a number 72, a number 73, a number 74, a number 75, a number 76, a number 77, a number 78, a number 79, a number 80, a number 81, a number 82, a number 83, a number 84, a number 85, a number 86, a number 87, a number 88, a number 89, a number 90, a number 91, a number 92, a number 93, a number 94, a number 95, a number 96, a number 97, a number 98, a number 99, a number 100.

Miss Aqsa Fayyaz
Lecturer
FAST NUCES

LEARNING OUTCOMES

1. The students would be able to understand aspects of their personalities.
2. Understanding the personality on 5 factors model of personality.
3. Understanding personality in regards to ego defense mechanisms.
4. Learning about Real self and Ideal self

X The word **personality** itself 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.

X It is believed that personality arises 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?

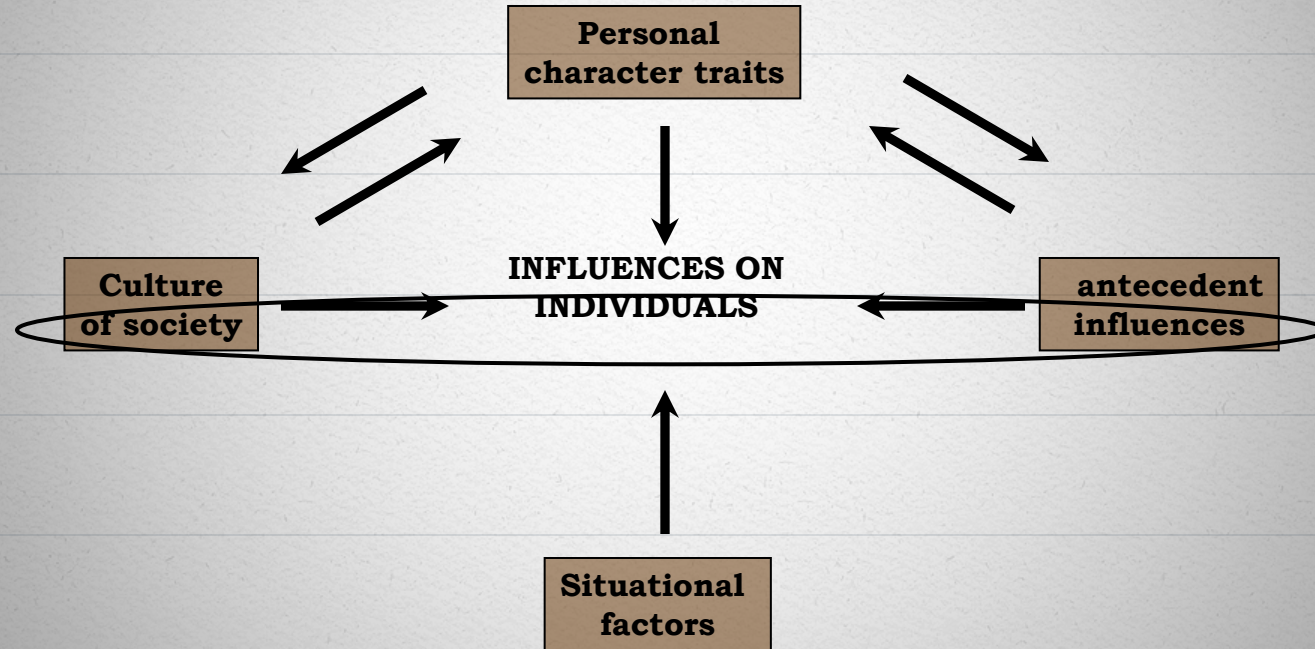
3. “Behaving”: Personality includes differences between people in how they typically behave.

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

- X **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.
- X **2. Personality doesn't include many skills or abilities. 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.
- X **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; that is why the "characteristic patterns" part of the definition is so important.



The born versus made/ nature versus nurture debate



From: Burns, 2001

PERSONALITY ORIGINS

- x Debate whether personality is innate **(nature)** or learned from one's experiences in childhood and beyond **(nurture)**.
- x Both sides are partly correct.
- x 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

- A horizontal banner featuring various hand-drawn icons representing different aspects of life, education, and science, such as a lightbulb, globe, calculator, musical notes, microscope, and books.

X HOW OFTEN HAVE YOU SAID THAT SOMEONE HAS A
TERRIFIC PERSONALITY?

X YOU ALSO KNOW PEOPLE YOU DESCRIBE AS HAVING A
TERRIBLE PERSONALITY.

ACTIVITY

Write down as many adjectives as you can think of to describe what you are really like?

Not *how you would like to be*, or *what you want your teachers or parents or Facebook friends to think you are like*—but the real you.

WAYS OF LOOKING AT PERSONALITY

- x We use it a lot when we are describing other people and ourselves.
- x When we are using “I” to describe ourselves
- x How others See/describe Us
- x Stable and Predictable Characteristics
- x Unique Characteristics



DISCUSSION

- X Are You the Same Person Online?
- X How Does the Social Media Influence Our Personality?
- X How Does Our Personality Influence Our Use of Social Media?
- X What about the personalities of people who engage in Internet trolling— deliberately hurting, harassing, and upsetting others by posting hateful, inflammatory, and derogatory comments about them. What are they like?

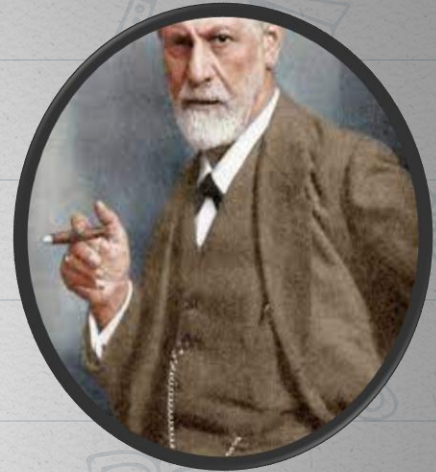
THEORIES OF PERSONALITIES

- X Psychoanalysis theory
 - Sigmund Freud
- X Social Learning theory
- X Humanistic theories
 - Carl Rogers
 - Maslow's Hierarchy of needs
- X Trait Theory



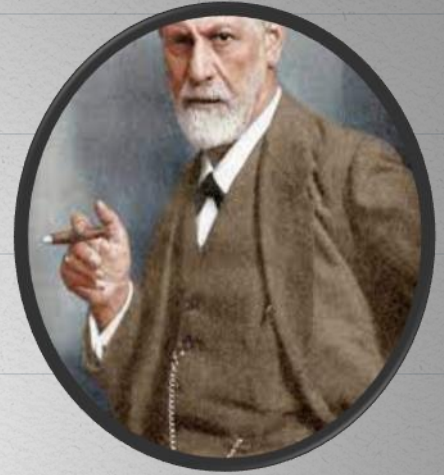
PSYCHOANALYSIS: SIGMUND FREUD

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



SIGMUND FREUD- PSYCHOANALYSIS

- Sigmund Freud (6 May 1856 – 23 September 1939) was an Austrian neurologist who became known as the founding father of **psychoanalysis**.
- He 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**.

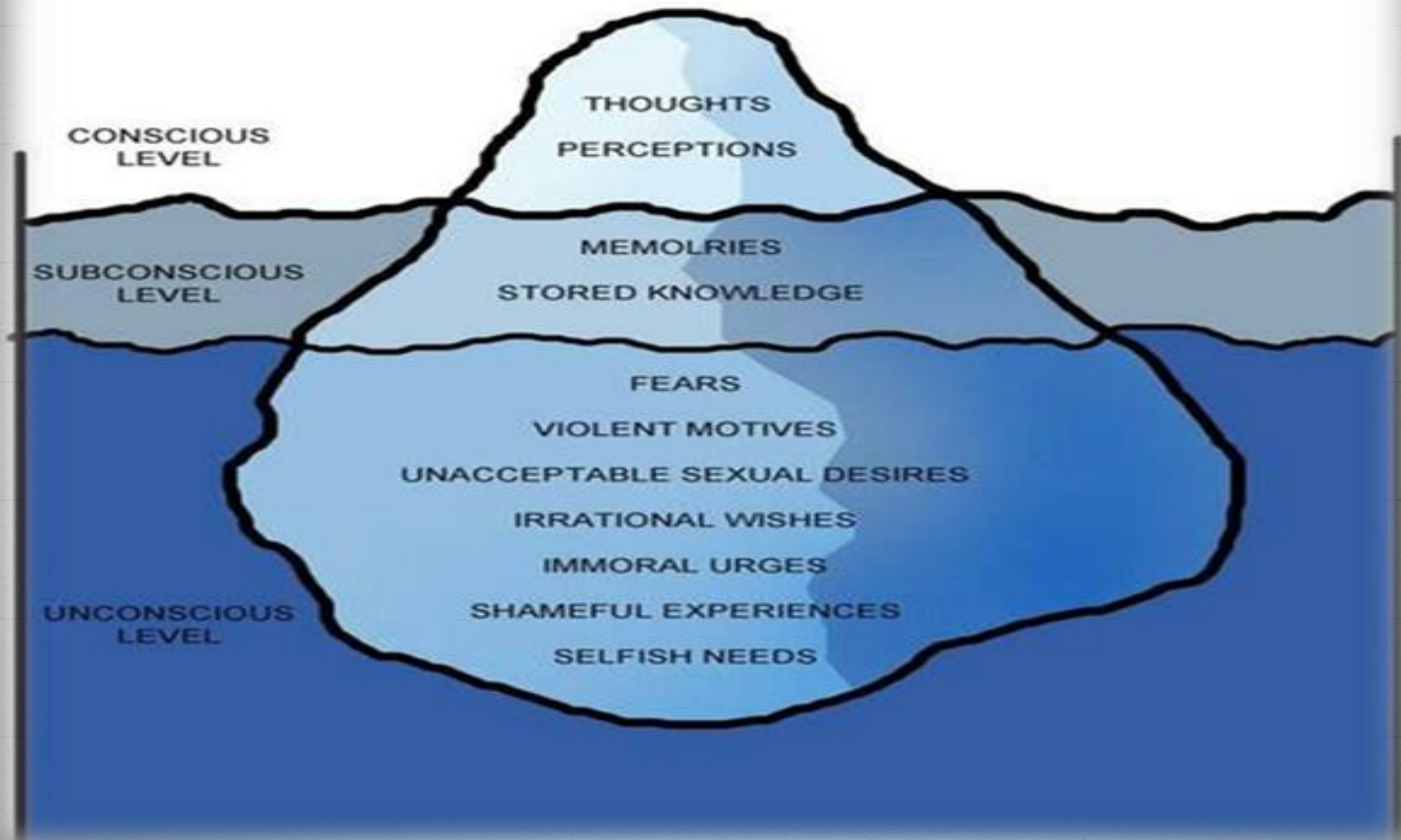


Freud believed that most of the important personality processes occur below the level of conscious awareness.

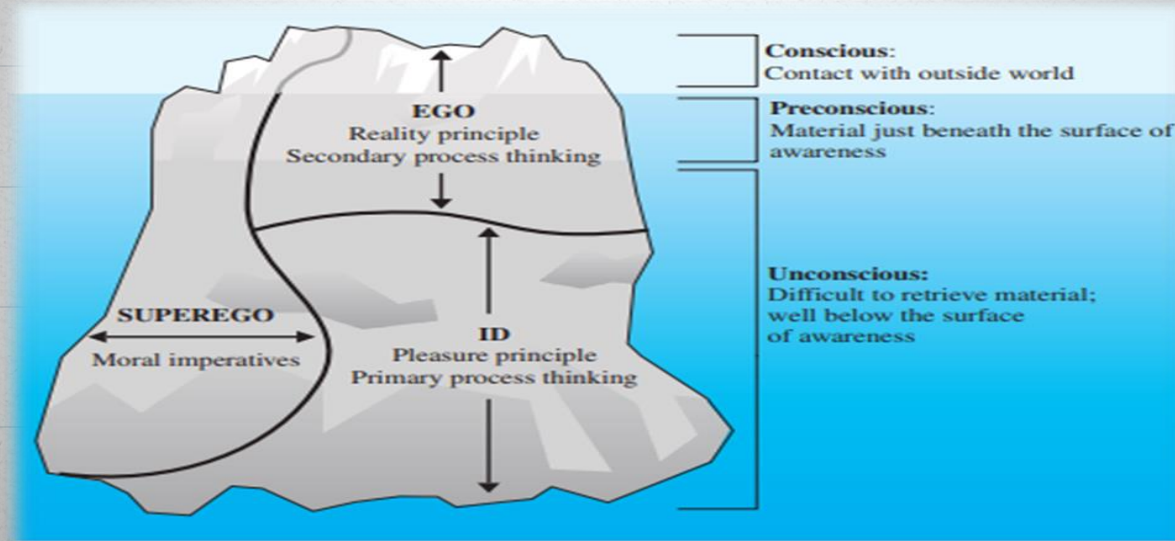
Like an iceberg, **the most important part of the mind is the part you cannot see.**

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



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



Source: From Weiten, *Psychology: Themes and Variations*, 2E. © 1992 Cengage Learning.



THE STRUCTURE OF PERSONALITY



Id:
Instincts

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.



Ego:
Reality

THE STRUCTURE OF PERSONALITY

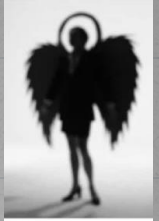
The Ego- Executive of Personality

- 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



Superego

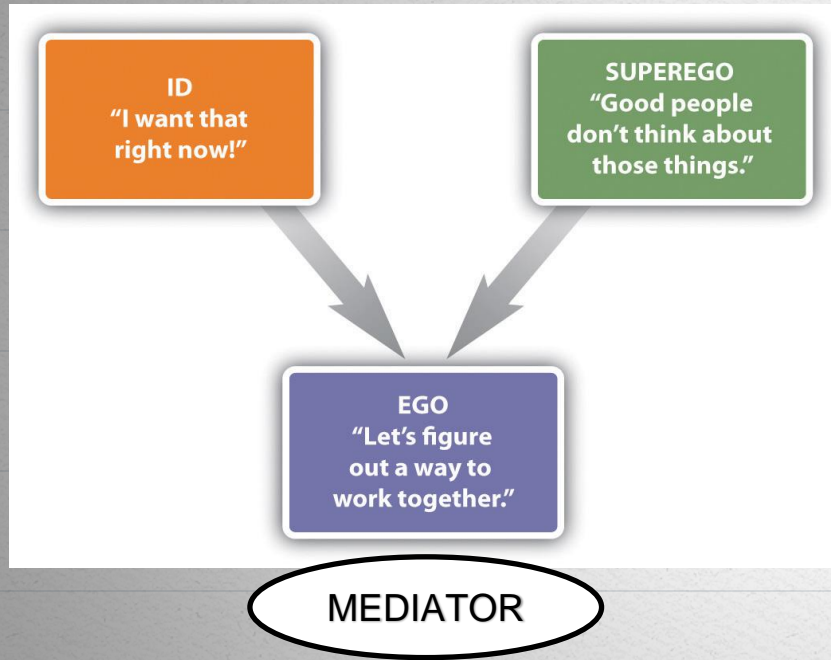
Morality

- 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.

x 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.

EXAMPLES



THE STRUCTURE OF PERSONALITY

- X 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.
- X If the **id gets too strong**, impulses and self gratification take over the person's life. For example: In criminals they have Selfishishness
- X If the **superego becomes to strong**, the person would be driven by rigid morals, would be judgmental and unbending in his or her interactions with the world

DEFENCE MECHANISMS

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

DENIAL

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



DISPLACEMENT

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



PROJECTION

- X Placing one's own unacceptable thoughts onto others, as if the thoughts belonged to them and not to oneself.
- X when losing an argument, you state "You're just Stupid"
- X a cheating spouse who suspects their partner is being unfaithful.



REGRESSION

- X returning to a previous stage of development/ using previous developmental behaviors when faced with overwhelming stress.
- X E.g.: sitting in a corner and crying after hearing bad news; throwing a temper tantrum when you don't get your way
- X E.g.: Reverting to sucking thumb when in stress



REPRESSION

- X “Pushing” threatening or conflicting events out of conscious memory
- X E.g.: someone who does not recall abuse in their early childhood, but still has problems with connection aggression and anxiety resulting from the unremembered trauma.
- X Anna, who failed her math exam in board, cannot remember the event at all.



SUBLIMATION

- X Acting out unacceptable impulses in a socially acceptable way
- X E.g. A man who has aggressive nature decides to pursue a career as a boxer.



RATIONALIZATION

- X Making up acceptable excuses for unacceptable behavior.
- X E.g.. Stating that you failed a test because the teacher doesn't like you, when the real reason was you didn't study.



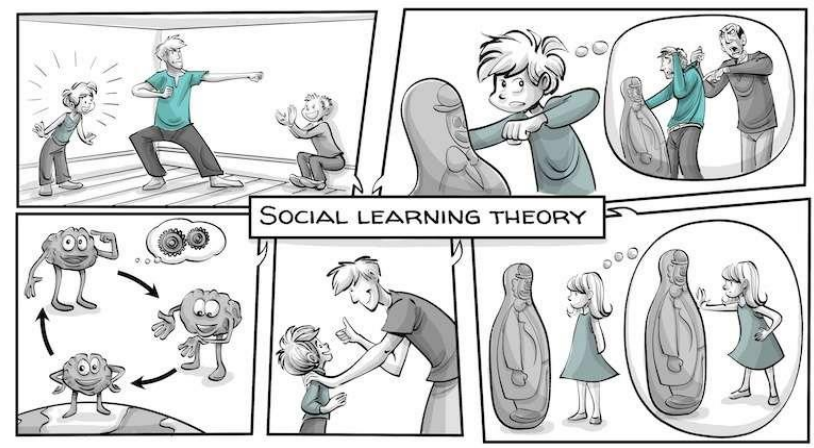
HUMOR

- X Focusing on the humorous aspects of an uncomfortable or adverse situation.
- X E.g.. A nervous patients jokes about an upcoming operation.

SUPPRESSION

- X Voluntary exclusion from awareness, anxiety producing feelings, ideas and situation.
- X E.g.: A nursing student states, “I cannot talk about my recent board, please change the topic.

SOCIAL LEARNING THEORY



SOCIAL LEARNING THEORY

- X **Behaviorism** is the theory that people's behavior is the result of the rewards and punishments they have experienced in the past.
- X Applied to personality, behaviorism is 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.
- X **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.

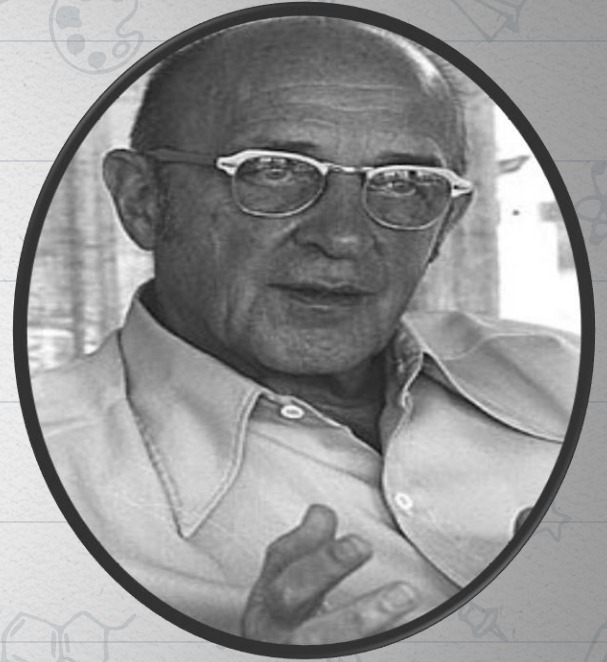
X Social learning theory (Bandura)

- X Albert Bandura's social learning theory (SLT) suggests that we learn social behavior by observing and imitating the behavior of others
- X Social learning theory is based on behaviorism but adds one crucial element: the view that what shapes behavior is not only the actual reinforcements (rewards and punishments) that people experience, but how the people interpret these reinforcements. Social learning theory also says people can learn from observing other people being rewarded or punished.



HUMANISTIC APPROACH: CARL ROGER

Pioneer in bringing humanistic approach in counselling.



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

CARL ROGERS

- X For a humanistic psychologist, to understand a person is to understand how the person understands himself or herself.
- X Carl Rogers gave **person centered theory** which states that every person is unique.
- X Rogers believed that **people are inherently good and creative.**
- X Rogers believed that **all people possess an inherent need to grow and achieve their potential.**
- X People are free to choose their own lives and make their own decisions

MAIN COMPONENTS FOR A PERSONALITY TO GROW

- X For a person to "grow", they need an environment that provides them with
 - ❖ **Genuineness: (being honest, openness and self-disclosure),**
 - ❖ **Acceptance / unconditional positive regard: (acknowledging feelings, even problems, without passing judgment)**
 - ❖ **and Empathy: (being listened to and understood).**



- X To Rogers, only a person who satisfied this need for self-actualization could become a “fully functioning person”—a happy, fulfilled person living an authentic existence.
- X Rogers also believed one necessary ingredient for achieving self-actualization is to experience unconditional positive regard from the people you care most about.
- X Unconditional positive regard means receiving love and support that does not depend on what or how you’re doing (i.e., it is unconditional).
- X If your loved ones (especially your parents when you are young) do not have unconditional positive regard for you, this will limit your ability to self-actualize and become a fully functioning person.
- X Thus, one important source of personality differences between people, according to Rogers’s theory, stems from the conditions of worth (or the unconditional positive regard) they experienced in life, especially from their parents when they were young.

COMPONENTS OF SELF CONCEPT

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



ACTIVITY
(REAL SELF IDEAL SELF)

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

Real Self

- ❑ What are parents have taught us
- ❑ What we admire in others
- ❑ What are society's promotes
- ❑ What we think is in our best interest

Ideal Self

REAL SELF

IDEAL SELF

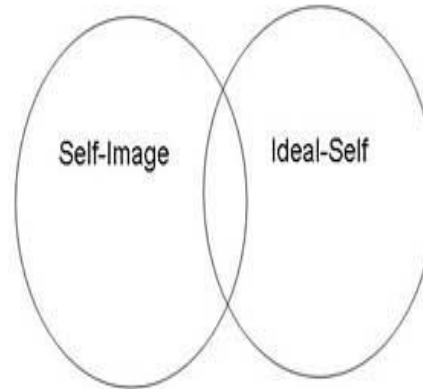
- ◆ Ambivert
- ◆ Artistic
- ◆ Short-tempered
- ◆ Arrogant
- ◆ Empathetic
- ◆ Overthinker
- ◆ Generous
- ◆ Perfectionism
- ◆ Consistuousness
- ◆ Short
- ◆ Athletic

◆ 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

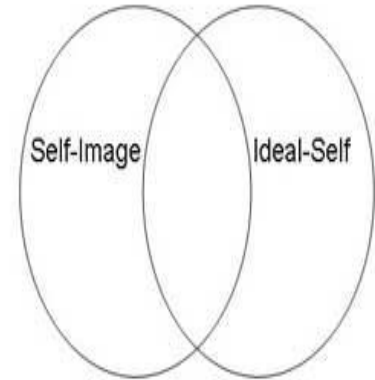


The self-image is different to the ideal self.

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

- X **Personality Trait:** A stable, enduring quality that a person shows in most situations.
- X Traits have proven extremely useful for describing personality and predicting people's characteristic patterns of thinking, feeling, and behaving.
- X Traits are a way to conceptualize and measure how people differ from one another.
- X 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.



ACTIVITY

FIVE-FACTOR MODEL OF PERSONALITY

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

+ FIVE-FACTOR MODEL OF PERSONALITY

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

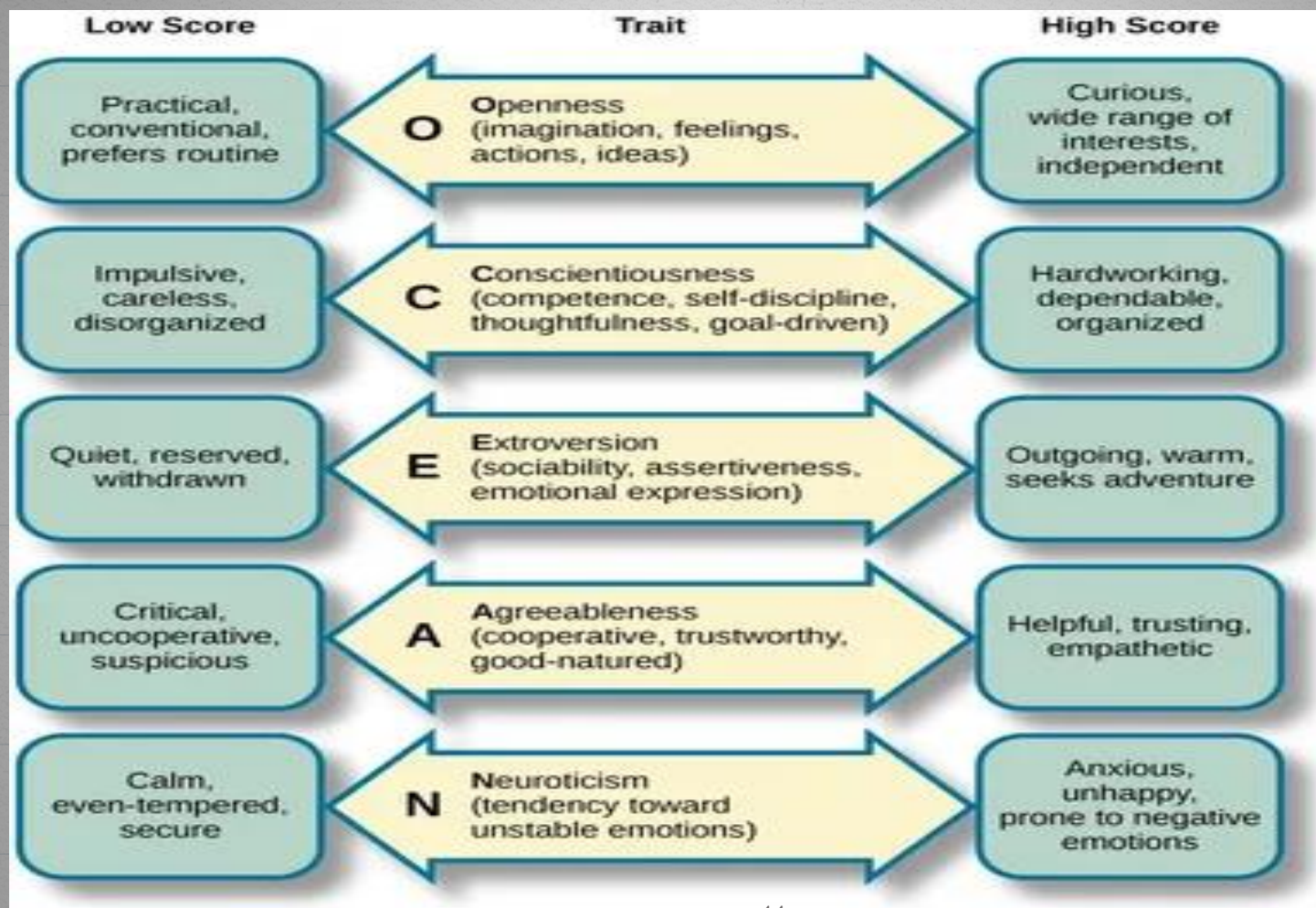
2. Agreeableness: This personality dimension includes attributes such as trust, altruism, kindness, willingness to conform to group norms, affection, and other prosocial behaviors.

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

x 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.

PERSONALITY IN RELATIONSHIPS

- X Personality has been shown to predict who is likely to have more satisfying romantic relationships and more likely to get divorced.
- X The personality traits most strongly associated with divorce are high neuroticism, low agreeableness, and low conscientiousness.
- X 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.

SUMMARY OF APPROACHES

- X **Psychoanalytic**- sees personality as an aspect of self which is developed by childhood experiences (Freud)
- X **Social Learning theory** -(Behaviorism, Albert Bandura)
- X **Humanistic** – sees personality as developed from a set of individual needs and motivation (Maslow and Rogers).
- X **Trait theories of personality** – Five Factor Model

THANKS!

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