


General Psychology Psy 100

Personality



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What We Will Cover in This Section

- Overview
- Psychodynamic Theories
- Trait Theories
- Humanistic Theories
- Social Learning Theories



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Personality Defined

Characteristic patterns of thought, emotion, and behavior that define a person's style and influence interactions with the environment.

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Critical Notions

- **Stability over time.**
 - State vs. Trait
- **Organized, not random.**
- **Seen in behavior, thoughts, and emotions.**
- **Resides in the body.**
 - Not entirely biological.
 - Not entirely social.

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1. Psychodynamic Theories

Developed from the notion that our day-to-day behavior is a result of the interaction between conscious and unconscious processes.

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Characteristics

- **Personality is based on a set of internal forces that compete and conflict with each other.**
- **To understand personality you have to understand these forces.**
- **This is a DETERMINISTIC approach.**
- **This approach is largely internal.**

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Psychodynamic Themes

1. **PSYCHO (Mind) DYNAMIC (Moving)**
2. **Competing pressures.**
3. **Unconscious vs. Conscious.**
4. **Focus on basic desires as primary motivators.**

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Themes

5. **Emphasis on the influence of early experiences.**
6. **Focus on the DEFENSE against pain and threat.**
7. **Grew out of need to explain abnormal behavior.**
8. **Psychological health depends on the BALANCE of many forces.**

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Freud

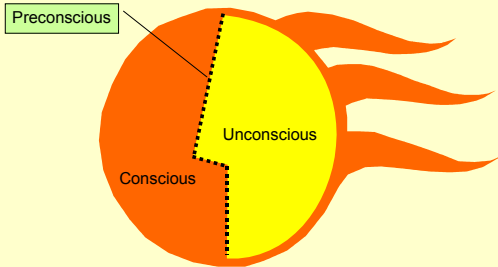


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Freud's Basic Structural Model



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Basic Instincts

- **Eros.**
 - A life impulse or drive to maintain life and reproduce.
 - This results in a sexual drive (Libido).
- **Thanatos.**
 - A death impulse or drive.
 - The source of aggression.
 - Provides the ultimate resolution of all life's tension and conflict.

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The ID

- Present at birth.
- Resides in the unconscious.
- Driven by the Pleasure Principle.
- Does not take reality into account.
- Immediate gratification.



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The ID: How it operates.

- **PRIMARY PROCESS** Thinking.
- **REFLEX ACTION.**
Automatic response to some action.

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The Ego



- Develops between 2-4 years.
- Match Id's needs with the real world.
- In the Conscious.
- Wants immediate need satisfaction.
- No moral sense.

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The Ego: How it Operates

- **REALITY PRINCIPLE**
 - Gratify impulses in a realistic way
 - Get what you want without damage.
- **SECONDARY PROCESS** Thinking
 - Match the Id's image to the real world object.
 - Looks for immediate need satisfaction.
 - No moral sense.

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The Superego

- Develops between 4-5 years.
- Is a super conscience.
- Perfectionistic.
- Dictates how we ought to behave.
- Based on experience.



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Id, Ego, Superego: Interaction

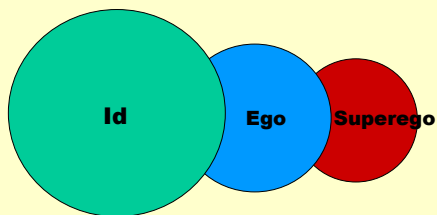
- The Ego mediates the competing demands of the Id and Superego.
- **EGO STRENGTH**
 - The Ability of the Ego to function effectively despite the demands of the Id and Superego.
 - A weak Ego loses control and one of the other two tends to dominate.

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Possible Interaction #1



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Possible Interaction #2

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Possible Interaction #3

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Psychic Energy

A fixed amount of energy that provides the 'battery' to energize us.

- Is never lost.
- Powers all of our activities.

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Development

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Psychosexual Stages, Part 1

1. Oral Stage (0 – 1.5 years).
2. Anal Stage (1.5 - 3 years).
3. Phallic Stage (3 – 4 years).
 - Oedipus/Electra conflict

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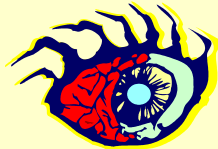
Psychosexual Stages: Part 2

4. Latency Period (6 – puberty).
5. Genital Period (puberty +)
6. Fixation
 - Strong conflict.
 - Locks person in one of these stages.
 - Ties up Psychic Energy.
 - Prevents maturation.

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Anxiety

- Intense emotional response to the recognition that there is a conflict between the Id and Superego.
 - Sense of fear when there is no objective danger.



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Defense Mechanisms, Part 1

1. **Repression**
Pushing unacceptable, anxiety producing thoughts into unconscious.
2. **Regression**
Retreat into an earlier stage or more infantile behavior.
3. **Reaction Formation**
Expression of feelings opposite to those experienced (usually aggression).

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Defense Mechanisms, Part 2

4. **Rationalization**
Self-justifying explanations for certain behavior that normally would be unacceptable.
5. **Displacement**
Diversion of aggressive, hostile, or sexual impulses onto an acceptable object.
6. **Sublimation**
Converting anxiety-producing impulses into socially acceptable ones.

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Defense Mechanisms, Part 3

7. Denial

Person does not acknowledge an anxiety producing situation.

8. Identification

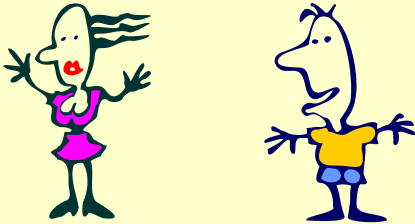
Person affiliates psychologically with a person, group, or situation seen as being illustrious.

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Psychodynamics in Daily Life



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Daily Life

- Everything happens in the Unconscious.
- Ego manages day-to-day living so Ego and Superego's desires are met but we don't get hurt.
- Ego represses thoughts that lead to neurotic or moral anxiety.

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2. Trait & Type Theories



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Type

- Attempts to categorize people into a limited set of distinct personality categories.
 - Examples: Calm, Aggressive, Nerd.
 - All-or-none.
- Issues.
 - Overly simplistic.

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Trait

- Enduring personality quality or characteristic that influence behavior over time.
 - Examples: Friendly, Aggressive, Worrisome.
 - Can exist in degrees of levels.

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Trait Theories: Overview

- Normal behavior can be characterized in a set of simple categories.
- Traits may either be learned (food preference) or genetically determined (bonding with a parent).
- People vary in terms of the strength of these traits.
- Traits are basically descriptive.

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History: Lexical Hypothesis

- (1936) Allport and Odbert.
 - 17,953 trait terms in English.
 - Divided these into groups.
 - Identified 4,500 stable trait terms.
- (1943) Cattell
 - Reduced the list to 171 clusters.
 - Later refined it to 35 groups of personality traits.
- (1949) Fiske
 - Through factor analysis identified five factors.

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Big Five History, Continued

- Current.
 - Same five factors identified in many languages and cultures.
- May heritable.

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The Five Factors

Openness
Conscientiousness
Extraversion
Agreeableness
Neuroticism

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Openness to Experience

Down-to-earth - Imaginative
Creative - Uncreative.
Conventional - Unconventional
Routine Preference - Prefer variety.
Uncurious - Curious.
Conservative - Liberal

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Conscientiousness

Negligent - Conscientious
Lazy - Hardworking
Disorganized - Organized
Late - Punctual
Aimless - Ambitious
Quitting - Persevering

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Extraversion

Reserved – Affectionate
Loner – Joiner
Quiet – Talkative
Passive – Active
Sober – Fun-loving
Unfeeling - Passionate

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Agreeableness

Ruthless – Soft-hearted
Suspicious – Trusting
Stingy – Generous
Antagonistic – Acquiescent
Critical – Lenient
Irritable – Good-natured

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Neuroticism

Calm – Worrying
Even-tempered – Temperamental
Self-satisfied – Self-pitying
Comfortable – Self-conscious
Unemotional – Emotional
Hardy - Vulnerable


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Trait Theories: Pros & Cons

<ul style="list-style-type: none"> • Pros – Good at describing people. – Good research support. 	<ul style="list-style-type: none"> • Cons – Where do traits come from. – How do situations influence traits?
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Learning Approaches



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Learning Overview

- Behavioral patterns largely determined by our personal experiences.
- Behavior and personality are malleable (acquisition and extinction).
- This approach is largely external.

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Classical Conditioning

- Emotional responses can be learned.

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Operant Conditioning

- Reinforced behavioral patterns will be learned.
- Examples.
 - Prejudice.
 - Politeness.



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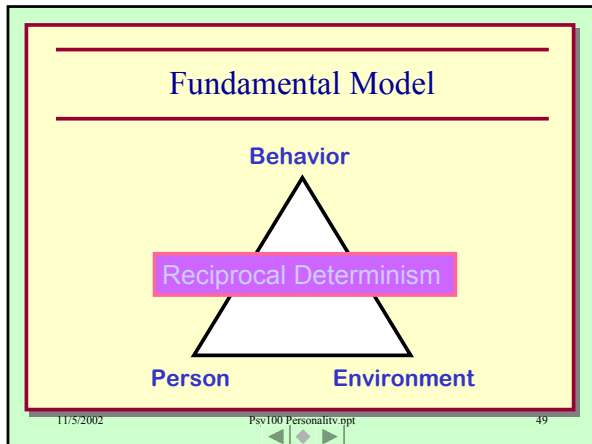
4. Social Learning



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- ### Cognitive Social::Person Variables
1. **How do we see things (Encoding).**
 - What do we look at (Attention)?
 - How do we evaluate what we see (Evaluation)?
 2. **What do we think will happen (Expectancy)?**
 - Behavior-Outcome Expectancy
 - Stimulus-Outcome Expectancy
 - Self Expectancy
 - Self-Efficacy
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- ### Cognitive Social::Person Variables
3. **Is it worth it to behave this way?**
 - Subjective evaluation.
 4. **Do I get rewarded?**
 - Extrinsic rewards
 - Intrinsic rewards.
 5. **Can I do it? (Competency)**
 - Skill
 - Ability
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Observational Learning: Bandura

- **We learn by watching models.**
 - How attractive?
 - How powerful?
- **Vicarious Reinforcement.**
Comes from seeing the positive consequences for the model.
- **Vicarious Punishment.**
Comes from seeing the negative consequences for the model.

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Existential: Humanistic Approaches



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Existential-Humanistic Overview

- Focus on the the present and subjective experience.
- People are naturally inclined to seek self-perfection.
- We have free will and the ability to choose what we will do.
- The focus is on free will.

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Principles

- Each person has a potential for growth and development.
- No person is bad, incapable, or unworthy.
- People are motivated to grow and use their potential.
- People are individuals and cannot be treated as common elements.

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Key Principles

Actual Self
One's self as one presently views him/herself.

Ideal Self
The personal values to which one aspires.

Self Actualization
Process of growing in ways that maintain or enhance the SELF.

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Self Esteem

A generalized evaluation of oneself that influences mood and behavior.

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