

# Personality

## Humanistic Approaches



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## What We Will Cover in This Section

- Overview.
- George Kelly
- Carl Rogers
- Abraham Maslow



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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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## Phenomenology

*The subjective, conscious experiences of the individual are important.*

- Each person is unique.
- Each person experiences events in a unique way.
- People can/must determine for themselves what their lives will be like.



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## Existentialism: History

*Existence is all that people have.*

- DASEIN: The totality of a person's experience of the self is an autonomous, separate, and evolving entity.
- There is only one true fate: **DEATH**.
- Each person creates his or her own existence/reality.
- Emphasis is on present experience and future growth.



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## Existential Theory

- Focus on the present and the future.
- We are free to choose our own destiny.
- We are responsible for our destiny.



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# George Kelly

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## Overview of Kelly

- **Phenomenologist**  
Intact conscious experience should be the focus of psychology.
- **Cognitive.**  
Focus on thought processes.
- **Existential.**  
Emphasis on the present and the future.
- **Humanistic**  
Humans have the capacity to improve.

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## Quick Quiz

Write down three words to describe what you are experiencing right now.



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## Basic Postulate: Personal Constructs

*Ideas, beliefs, and evaluations people give to their experiences to interpret and understand them.*

- Man-the-scientist.
- Through our experiences we develop theories about what happens in the world.
- These are highly personal and can be modified.
- We (perception) are controlled by our constructs after they are created.
- Our **INTERPRETATION** of events is more important than the event itself.

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## Process of Construing

- **Construing is the process of anticipating events.**
  - What will happen?
  - Will it be good or bad?
  - Harmful or beneficial?
  - Fun or boring?
  - Etc.
  - Etc.
- **Placing interpretations on things.**

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## 1. Construction Corollary

- **We anticipate events by construing their replications.**
  - Anticipate the future based on our past experiences and our interpretation of these experiences.
  - We look at consistencies in our lives and develop ideas about what will happen.

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## 2. Individuality Corollary

- **People differ in their construction of events.**
  - We have unique perceptions of events.
  - There is no need for us to interpret events the same.

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## 3. Experience Corollary

- **We actively process events as we experience them.**
  - This may strengthen old constructs.
  - This may modify old constructs.
  - This may split old constructs.

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## 4. Range Corollary

- **Constructs are limited in application.**
  - One does not apply to all events.

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## 5. Choice Corollary.

- How we make the choice as to which construct to apply.

- DEFINITION (Use our present system)

- Secure
- Static

- EXTENSION (Expand our present system)

- Adventure
- Growth



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## 6. Dichotomy Corollary

*Each person's system is composed of a limited number of dichotomous (bipolar) constructs.*

- Each construct has at least two similar elements and a third element that is different.
- The comparison helps us understand and interpret the construct.
- These are individualistic.



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## 7. Organization Corollary

*The system of ordinal relationships between constructs relevant to an event.*



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## Possible Organization System Personality Psychology

Superordinate Constructs	Graduate	Vs.	Not graduate
	Get good grade	Vs.	Fail
	Learn	Vs.	Socialize
	Impress Sweeney	Vs.	Endure Sweeney
Subordinate Constructs	Enthusiastic	Vs.	Bored

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## Modifying Constructs

### 8. Fragmentation Corollary

*People are not necessarily consistent in applying their constructs to events.*

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## 9. Modulation Corollary

- How extensively can a person's constructs be applied to new situations?
  - PERMEABLE Can be applied to a variety of situations.
  - CONCRETE. Cannot be applied to new situations.

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## Interpersonal Impact

### 10. Commonality Corollary

*People who have similar constructions of the same experience have similar psychological processes.*

### 11. Sociality Corollary

*Commonality of constructs play a role in social interaction.*



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## CPC Cycle

### 1. Circumspection Phase.

*The person applies several tentative constructs to define the situation.*

### 2. Preemption Phase

*The person chooses one construct that seems to best fit.*

### 3. Control Phase

*The person decides which pole of the construct to apply.*



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## Bottom Line

- Our personality is the collection of the constructs we have developed.



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## Kelly's Approach to...

- **Motivation** People are born motivated.
- **Anxiety** Events that lie outside our construct system.
- **Guilt** Occurs when we behave in a manner that is inconsistent with our expected role (construct).

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## Kelly's Approach to *UNCONSCIOUS*

- **PREVERBAL CONSTRUCTS**
  - One used even though no word for it.
- **SUBMERGENCE**
  - One pole of the construct exists.
- **SUSPENSION**
  - An experience that cannot be related to one's construct system.

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## The Role Construct Repertory (REP) Test

- **Kelly's technique for assessing personality.**
- **Done in several steps.**
  1. Select a list of people believed to be important to the person.
  2. Compare triads of people.
    - Ask how are two of these people alike and different from the third. This gives the evaluative constructs.
- **The final list of constructs is an inventory of the way the person sees the world.**

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## The Role Construct Repertory (REP) Test

Column 1	Mother	Father	Spouse	Self	Column 2
Someone I love	(+)		(+)	(-)	Someone I hate
Insensitive	(-)	(+)		(+)	Sensitive
Patient	(+)	(-)	(+)		Impatient
Bright		(+)	(+)	(-)	Average

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## Postview

### Individual Differences

People differ widely in their CONSTRUCTS.

### Adaptation & Adjustment

Constructs the can predict a variety of experiences are more adaptive than those that don't.

### Cognitive Processes

Cognition is central to Kelly.

### Biology

Not much interested in this.

### Development

Not much focus on this.

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## Benefits and Issues

### • Contributions

- Cognition.
- Applied value.
- Experiential

### • Issues

- Limited empirical research.
- Important aspects ignored.
- How to predict.

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# Carl Rogers

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## Introduction

- Client knows what hurts.
- People are motivated to grow to develop their potential.
- Behavior may be bad, but people are intrinsically good.
  - Bad behavior results from overcontrol.

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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 (Actualizing Tendency)

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

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## Organismic Valuing Process

*Subconscious guide that evaluates experience for its growth potential.*

- Trust unconscious feelings to determine what is good for you.
- Assess experiences with actualizing tendency as a frame of reference.
- Experiences that are consistent with actualization are good.
- Experiences that are inconsistent with actualization are bad.

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## Need for Positive Regard

*Receiving warmth, care, love, sympathy, respect, and acceptance from relevant people.*

- This is universal among people.
- Children get this from relevant others and influences their ACTUAL SELF.
- Influences the NEED FOR SELF REGARD
- UNCONDITIONAL POSITIVE REGARD

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## Fully Functioning Person

1. Open to Experience.
2. SELF is consistent with experience.
3. Take personal responsibility for evaluating experience.
4. Experience Unconditional Self-regard.
5. Approach each experience without preconceptions.
6. Live in harmony with others.

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## Incongruent Person

- Use **INTROJECTED VALUES**.
- **Anxiety.**
  - An event threatens existing self-structure.
- **Defense Mechanisms**
  - Denial
  - Distortion

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## Postview

<b>Individual Differences</b>	Not much interested in this.
<b>Adaptation &amp; Adjustment</b>	Client-centered therapy leads individual through awareness of functioning.
<b>Cognitive Processes</b>	Thought and feeling may be impeded by accepting what others messages about what we should be.
<b>Biology</b>	Not much interested in this.
<b>Development</b>	Children need to develop sense of <b>WORTH</b> . Parents need to give <b>UNCONDITIONAL POSITIVE REGARD</b> .

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# Abraham Maslow

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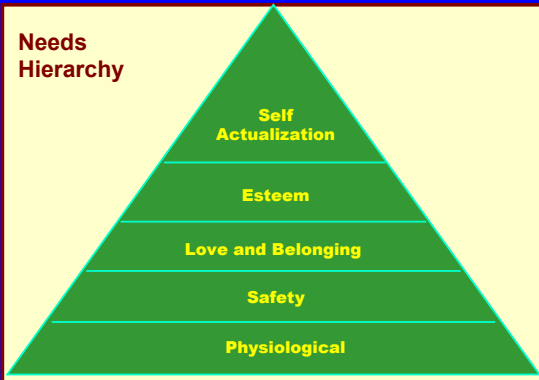
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## Needs Hierarchy



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## Characteristics of Self Actualizers

- Efficient perception of reality.
- Accepting.
- Spontaneous.
- Problem-centered.
- Need for privacy.
- Interpersonal relationships.
- Creativity.
- Human kinship.
- Independence.
- Freshness of appreciation.
- Peak experiences.
- Humility and respect.
- Ethics and values.
- Sense of humor.
- Sense of ends vs. means.
- Eupsychia.

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## Why Self-Actualization is limited

1. It is the weakest of the needs.
2. Most people fear the kind of knowledge of themselves that self-actualization requires.
3. The cultural environment may stifle it.
4. Security within self.
5. Freedom of speech and action.

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## Postview

<b>Individual Differences</b>	Differ in their position in level of development.
<b>Adaptation &amp; Adjustment</b>	Very few people reach full actualization.
<b>Cognitive Processes</b>	Actualizing people perceive the world accurately and are creative.
<b>Biology</b>	Represented by basic needs.
<b>Development</b>	Children's physiological, safety, love, and esteem needs should be met.

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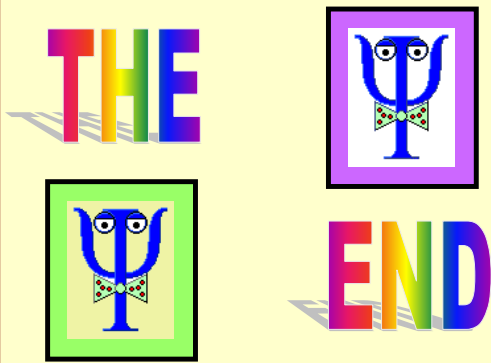
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