What is personality?
- o List 5 adjectives that describe you well.

Personality Trait
- o A durable disposition to behave in a certain way across situations
- o Explain Consistency (across situations) and
- o Distinctiveness (individual differences)

A good personality Theory
- o Explains consistency across situations (but also differences)
- o Explains individual differences
- o Is consistent with research findings
- o Stimulates subsequent research.

Five-factor Trait Model of Personality (McCrae & Costa, 1985)
- o Derived using Factor Analysis
- o Traits: Agreeableness, Neuroticism, Conscientiousness, Openness to experience, Extraversion
- o Traits similar across cultures

Biological Theories of Personality Development
- o Genetic contribution to big 5
- o Estimate that personality traits are ~ 50 % heritable

Cattell's 16 factors of Personality
- o 16 pairs of adjectives at 2 ends of a continuum

Hans Eysenck
- o 2 traits on a continuum
    1. Stable vs. Unstable
        - Similar to Big 5's Neuroticism
    2. Introverted vs. Extroverted
        - Later added psychoticism
- o Eysenck's higher order trait theory: Personality and the nervous system "Suggested biological basis for personality"
    1. Deviations from "optimal level of arousal"
        a. Introverted – chronic overarousal
        b. Extroverted – chronic underarousal
    2. Suddenness of shifts in arousal
        a. Neurotic (emotionally unstable): Sudden shifts
        b. Emotionally stable: Gradual shifts in arousal

Other Personality Dimensions

- o Type "A" vs. Type "B" Behaviour
    - o Type B: Calm, easy going, less success driven
    - o Type A: Related to heart disease?

- o Orientation:
    - o Optimism – view themselves, their lives, their future, and others in a positive hopeful manner
    - o Pessimism – view themselves, their lives, their future, and others in a negative manner

Evaluation of Biological/Trait Theories

- o Strengths:
    - o Convincing evidence for genetic influence
    - o Integrates personality with biological factors
    - o Cross-cultural similarities
- o Limitations
    - o Difficulties explaining inconsistencies in behaviour
    - o Ignores environmental factors (nurture)
    - o No comprehensive biological theory or how personality is thought to develop

Learning theories of Personality

- o Personality develops as a result of past learning experiences forming responses and habits that tend to persist over time
- o Radical behaviorist view personality as a collection of response tendencies and ignore internal factors such as thinking
    - o Reinforcement → behaviour is likely to persist over time

Evaluation of Earlier learning theories

- o Strengths:
    - o Based on rigorous research
    - o Insights into effects of learning and environmental factors
- o Limitations
    - o Over-dependence on animal research
    - o Fragmented view of personality
    - o Dehumanizing views (no thinking or feelings involved; no self-determination involved)

Bandura's Social Cognitive Theory: Social learning and cognitive factors

- o Observational learning – acquisition of new concepts, information, and behaviour through exposure to others and the consequences of others' behaviour
- o Cognitive factors: beliefs, goals, and expectations
- o Self-efficacy: beliefs about one's capacity
- o Self-reinforcement: rewarding self for desired behaviour.
- o Theory of Reciprocal determinism: mutual impact of behaviour and environment to Personal / cognitive factors.

Rotter's Expectancy-Value Model

1. Expectancies about the potential outcomes associated with a given behaviour
   - o locus of control:
     - Internal: individual believes that he/she has control over outcomes
     - External – individual believes that external factors control outcomes.
2. Reinforcement value – the degree to which an individual values a given outcome

   --- Both combine to determine behaviour.

Sigmund Freud

- o Physician (Vienna)
- o Treated upper class women with "Hysteria"
- o Studied hypnosis under Charcot
- o Import of unconscious processes in symptoms.
- o Psychodynamic Perspective
  - o Components of personality motivate behaviour (ID, Ego, Superego)
- o Freud's psychosexual stages
  - o Oral (birth-2)
    - Focal point: Mouth
    - Key Developmental task: Weaning
  - o Anal (2-3)
    - Focal point: Anus
    - Key Task: :Potty training
  - o Phallic (4-5)
    - Focal point: Genitals
    - Key Task: Identify with role models (oedipal complex)
  - o Latency (6- 12)
    - Focal point: none
    - Key task: expand social relationships

- o Genital (puberty – on)
  - ▪ Focal point: genitals/sexual intimacy
  - ▪ Key task: intimate relationships
- o Defense mechanisms
  - o Allow expression of impulses from entering consciousness
  - o Unconscious conflicts lead to anxiety
  - o Intrapsychic conflict → anxiety → reliance on defense mechanisms
  - o Repression – ego uses energy to prevent anxiety arousing impulses from entering consciousness
- o Evaluation of Freud's psychodynamic theories
  - o Strengths:
    - ▪ Stressed importance of early experiences
    - ▪ Inspired a great deal of research
    - ▪ Development of psychological treatments
    - ▪ Still applicable in clinical settings
  - o Limitations
    - ▪ Negative view of human nature (dehumanizing)
    - ▪ Difficult to test or evaluate
    - ▪ Sexist
    - ▪ Oversexualisation of infants
    - ▪ Theory developed mainly for boys (only oedipal complex)

Neo-Freudians

- o Melanie Klein: Object Relations Theory
  - o Schemas (or images/mental representations of self and others) formed early in life through experiences with caregivers
  - o Act as lenses or models for later relationships
  - o Expectations (interpersonal relationships)
  - o People as attachment "objects" of the child

- o Carl Jung (1875-1961)
  - o Freud's prodigy
  - o "Analytic Psychology"
  - o Ego: The conscious mind
  - o Personal unconscious: individual's own unique experiences are stored in here
    - ▪ Contents are unique to each individual
  - o Collective unconscious : unconscious ideas and images shared by all humans
    - ▪ Dream analysis useful to access contents of unconscious

- o Archetypes: universal idea, image, patter, or a universal thought form or predisposition to perceive the world in certain ways
    - Found in the collective unconscious
    - Anima: the personification of all feminine psychological tendencies within a man
    - Animus: the personification of all masculine psychological tendencies within a woman
    - Mother: loving and nurturing
    - Father: logical and rational
    - Shadow: dark negative aspects (similar to Freud's Id)
    - Hero : fight for what is good and just
    - Maiden: innocent, naïve, and gentle
    - Persona : mask or public self presented to others
    - Self: guides process of individuation and the regulating center of the personality
    - Self-archetype: the goal of development; archetype that represents the transcendence of all opposites, so that every aspect of personality is expressed equally
    - The self-realized person: a person who is neither and both male and female, neither and both ego and shadow, neither and both good and bad, neither and both conscious and unconscious, neither and both and individual and the hole of creation
    - Mandala
- o Jung's stages of development
- o Jung on personality development
    1. Childhood (birth – adolescence)
       Broken into age related stages similar to Freud but with different tasks
    2. Young adulthood (adolescence to ~40)
       - o Middle crisis (~40)
       - o Individuation – pulling/separation aspects of self
       - o Transcendence – process of becoming whole
         --- Two complementary processes in development in self-actualization (individuation and transcendence functions)
    3. Middle age (40-65)
    4. Old age (65 to death)
  - o Synchronicity – The occurrence of two events that are not linked causally, yet are meaningfully related
    - People often would call these things coincidences, or try to show how they are more likely to occur than we think
    - Jung: these coincidences are indication of how we are connected with our fellow humans and with nature in general, through the collective unconscious

- o Principle of opposites: must acknowledge and integrate both extremes into the self.
  - A complex develops if denied
  - Introverts vs. Extroverts
- o Functions: preferred way of interacting with the world
  - Sensing: getting information by means of the senses
  - Thinking
  - Intuiting
  - Feeling
    - All individuals have all 4 functions but predominance of one
    - So requires balance
    - Greater acknowledgement of unconscious aspects of personality

Evaluation of Jung's theory

- o Strengths:
  - Very comprehensive theory
  - Development of personality/self across the entire lifespan
  - Opposites – useful for explaining all aspects of human behaviour
  - Integrates cultural/historic influences with individual
  - Influence on later personality theory and assessment

- o Limitations
  - Constructs difficult to define and measure
  - Difficult to scientifically validate

Humanistic Theories

- o Share some common characteristics
  - o Optimistic view of human nature
  - o Unique perception of the world
  - o Personal responsibility
  - o Focus more on the present
  - o Motivated by personal growth

Carl Rogers (1902-1981) Self Theory – Person-Centered theory

- o Humans have many positive characteristics and a natural tendency to move towards becoming a full person
- o Fully functioning person
  - o Is psychologically healthy
  - o Lives life to the fullest in the here and now
  - o Sensitive to needs and rights of others
  - o Live according to their values and feelings

- o Roger's Self Theory
  - o True self
  - o Ideal Self
  - o Self-image
  - --- overlap → healthy vs. partial overlap
- o Conditional positive regard: Maladjustment and unhappiness caused by a gap between one's self-concept and reality
- o Unconditional positive regard: Adjustment: congruence between self concept and reality

Maslow's Theory of Self-actualization

- o Positive view of human nature
- o Hierarchy of needs
  - o Development – must meet all of the lower needs on the hierarchy before moving to higher levels.
- o Self-actualization: state of personal development in which individuals live their fullest potential
  - o Balance between polarities of personality
  - o Know and accept who they are
  - o See the world with wonder and amazement
  - o Mystical and peak experiences
  - o Highly creative
  - o Philosophical (unhostile) sense of humour.

Evaluation of humanistic theories

- o Strengths:
  - o Relies on self-direction (humanistic: more than unconscious drives or learned responses)
  - o Instrumental in shaping theory
- o Limitations
  - o Not scientific
  - o Only vague description of development
  - o Idealized human nature (immoral behaviour?)

Comparison of personality theories

- o Freud's psychodynamic theory
  - o Unconscious and internal
  - o Drives and conflicts

- o Jung's analytic theory
  - o Collective unconscious and internal

- o "functions"

- o Humanistic theories
  - o Conscious and internal
  - o Tendency toward growth and actualization

- o Learning theories (original)
  - o External factors (cognitive factors ignored)
  - o Consequences of behaviour)