

Personality

What is Personality?

Personality has two common meanings:

- The first meaning refers to the impression a person makes on others.
- The second meaning refers to the unseen structures and processes inside a person that explain why we behave the way we do.

What is personality?

A stable set of characteristics and tendencies that determine those commonalities and differences in the general psychological behavior (thoughts, feelings, and actions) of people over time.

- Is it relatively stable, hard to change or is it ever changing?

What determines personality?

- Heredity
 - Research using twins
 - Strong genetic component
- Environment
 - Family (parents, SES, # of siblings, race, religion)
 - Life experiences (esp. during formative years)
 - Group membership
 - Culture (music, film, tv, education, politics)
- Interaction

Different Approaches

Psychoanalytic
Neoanalytic
Trait
Humanistic/Existential
Behavioral/Cognitive
Physiological

Measuring Personality Projective Tests

- Projective tests
 - Based on the assumption that the test taker will transfer (“project”) unconscious conflicts and motives onto an ambiguous stimulus.
 - Examples include the Thematic Apperception Test and the Rorschach

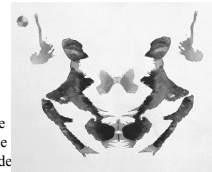
Thematic Apperception Test

- Person is asked to tell a story about the “hero” in the picture
 - Another projective test
- Based on Murray’s personality theory
 - People are distinguished by the needs that motivate their behavior



The Rorschach Inkblot Test

- Ambiguous stimuli
- Person is asked to report what they see
- This type of test is called projective
 - No clear image, so the things you see must be “projected” from inside yourself



Sample Rorschach Card

Objective Personality Scales

- Answer a series of question about self
 - ‘I am easily embarrassed’ T or F
 - ‘I like to go to parties’ T or F
- Assumes that you can accurately report
- There are no right or wrong answers
- From responses, develop a picture of you called a ‘personality profile’

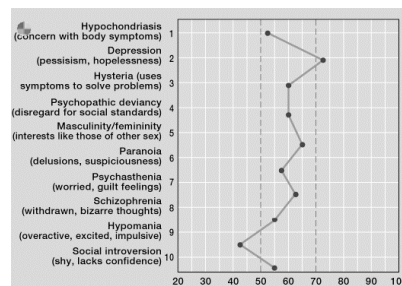
Minnesota Multiphasic Personality Inventory

- Most widely used personality instrument
 - Now the MMPI - 2
- Clinical & Employment settings
- Measures aspects of personality that, if extreme, suggest a problem
 - e.g., extreme suspiciousness
- Long test _ 567 questions

Characteristics of the MMPI_2

- Has several different scales (multiphasic)
- Scales thought to measure different kinds of psychological disorders
 - e.g., depression
- Scale scores indicate how you compare with others
- Overall assessment is interpretive
 - From inspecting profile of different scales

MMPI Score Profile



MMPI Validity Scales

- Four scales designed to determine whether respondent is presenting self accurately.
- Example: L scale ('Fake Good') - Trying too hard to present self in a positive light.
 - "I smile at everyone I meet" (T)
 - "I read every editorial every day" (T)

MMPI Sample Items

- I usually feel that life is worthwhile and interesting
 - Depression
- Evil people are trying to influence my mind
 - Paranoia
- I seem to hear things that other people can't hear
 - Schizophrenia

Defining Personality and Traits.

- Personality
 - Distinctive and relatively stable pattern of behaviors, thoughts, motives, and emotions that characterizes an individual throughout life.
- Trait
 - A characteristic of an individual, describing a habitual way of behaving, thinking, and feeling.

Traits

- Traits refer to regularities or trends in a person's behavior.
- The trait approach to personality maintains that people behave the way they do because of the strength of the traits they possess.

What are the components of personality?

- Traits- basic units or components of personality
- Big 5 factors- general categories containing many related traits
 - Neuroticism or Adjustment
 - Extroversion or Sociability
 - Conscientiousness
 - Agreeableness
 - Openness to Experience or Intellectual Openness

Big Five Model

- Advantages of the Big Five Model
 - Provides explanation of stable patterns of behavior
 - Personality traits tend to be constant over time.
 - Important for professional to know own traits to assess likelihood of success in various environments
 - Successfully works in many environments.

Big Five Model

- Advantages of the Big Five Model
 - Useful categorization scheme for discussions
 - Universally accepted across cultures

Big Five Model

- Disadvantages of the Big Five Model
 - Some argue that five factors are not enough to adequately encompass all the different personality traits.
 - The Big Five personality dimensions tend to be fairly heterogeneous internally, which makes them poor predictors of specific behaviors as compared to personality traits.



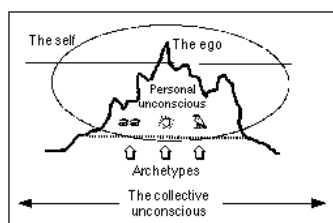
Jung

"Life, so-called, is a short episode between two great mysteries, which yet are one"

Three major themes:

1. Person unconscious is supplemented by a "collective unconscious" consisting of universal images.
2. Spiritual needs are at least equally, if not more important, than basic biological needs ("search for meaning").
3. Introverts try to harmonize inner conflicts into a whole self. Extravert try to harmonize self with social realities.

Structure of the Personality



Persona: The persona is the public face (mask) one presents to the world for everyone else to see. It is in opposition to the shadow and is mostly conscious as a part of personality. Sometimes the persona is referred to as the "social archetype" since it involves all the compromises appropriate to living in a community.



Ego: The conscious, individualistic mind; the center of consciousness. The ego is typically characterized by one dominant attitude (introversion/extraversion) and by one or two dominant functions (think/feel; sense/intuit).



Personal Unconscious: This is formed of socially unacceptable mental content that was once conscious but has been forced out of mental awareness by the defenses.

1. Is in conflict with the ego.
2. Contains the complexes, which are unconscious clusters of emotionally laden thoughts that result in a disproportionate influence on behavior (ex: money complex, mother complex, Oedipus complex).

Collective Unconscious: A communal, species memory representing the accumulated experiences of mankind. It is a storehouse of latent predispositions to apprehend the world in particular ways. It is the deepest and most inaccessible layer of the psyche.

Archetypes: An archetype is an inherited predisposition to respond to certain aspects of the world.

"I have often been asked where the archetype comes from and whether it is acquired or not. This question cannot be answered directly. Archetypes are, by definition, factors and motifs that arrange the psychic elements into certain images, characterized as archetypal, but in such a way that they can be recognized only from the effects they produce.



They exist preconsciously, and presumably they form the structural dominants of the psyche in general. They may be compared to the invisible presence of the crystal lattice in a saturated solution. As a priori conditioning factors they represent a special, psychological instance of the biological "pattern of behaviour," which gives all living organisms their specific qualities. Just as the manifestations of this biological ground plan may change in the course of development, so also can those of the archetype. Empirically considered, however, the archetype did not ever come into existence as a phenomenon of organic life, but entered into the picture with life itself.

"A Psychological Approach to the Dogma of the Trinity" (1942). In CW 11: Psychology and Religion: West and East. P. 222

Shadow: The shadow is both a part of the personality and a archetype.

Part of personality: The shadow is the dark side of your personality that contains the animal (and sexual) instincts. It is the opposite of the Persona (mask) and is the part of personality that is repressed from the ego ideal.

As archetype: The importance of the shadow is seen in its symbolic representation by devils, demons, and evil spirits.

The Shadow is the personification of that part of human, psychic possibility that we deny in ourselves and project onto others. The goal of personality integration is to integrate the rejected, inferior side of our life into our total experience and to take responsibility for it.



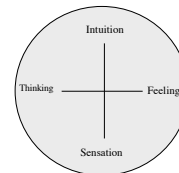
Animus: From the Greek word for "mind" (spirit). The male archetype in women. It predisposes woman to understand the nature of man, serves as the compensatory rational inner face of the sentimental female persona, and is experienced as a masculine voice within the psyche.



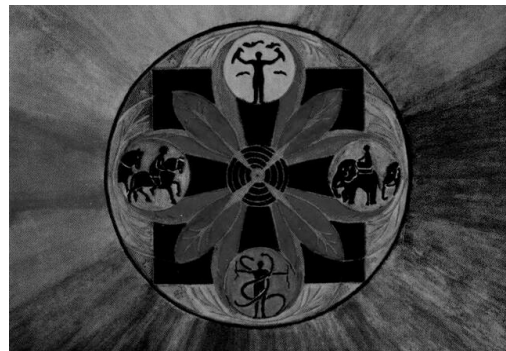
Anima: From the Greek word for "soul". The female archetype in men. It predisposes man to understand the nature of woman, serves as the compensatory sentimental inner face of the rational male persona, and is experienced as a feminine voice within the psyche.



Functions of thought:
How the person deals with information from the world.



1. Thinking: Tells what a thing is, gives names, categories to things (true, false), defines alternatives, and reasons objectively.
2. Feeling: Is basically evaluative; tells whether something is good/bad; acceptable/unacceptable; like/dislike. Do not confuse with emotion. Essential notion: Is the object of value?
3. Sensing: Tells you what exists; detects the presence of things. Does not evaluate. Is interested in facts and objects in the objective world; focus is on the trees.
4. Intuition: Uses hunches, sees possibilities, sees around corners and goes beyond the facts; focus is on the forest.



Introversion - Extroversion

The Self

Individuation

I had to abandon the idea of the superordinate position of the ego. ... I saw that everything, all paths

I had been following, all steps I had taken, were leading back to a single point -- namely, to the midpoint. It became increasingly plain to me that the mandala is the centre. It is the exponent of all paths. It is the path to the centre, to individuation. ... I knew that in finding the mandala as an expression of the self I had attained what was for me the ultimate.

- C. G. Jung. Memories, Dreams, Reflections.



Middle Life (40 --> 60-65): Here the process of the integration of the shadow dominates. This is the Fall of life. Introverts have a slight edge here because of the heavy introspection.

1st Half:

ego
conscious personality
outer events
achievements
doing

2nd Half:

self
unconscious personality
inner events
integration
being

Midlife Crisis: This comes when you are bored with material success and begin the process of making sense of your life. There are at least three possible solutions:

1. Denial - don't face the crisis. You might die at 40 although you won't be buried until 90.
2. Start all over - suddenly you discover the unconscious and proclaim that all your life up to now has been a lie. You sell your business and become an artist or a missionary. Sometimes OK, sometimes not.
3. Start the process of integrating the old life and the new life into a unified concept of self. This is when men start to soften up (retire, become involved with family) and women start to toughen up (start a business, go into politics).

Old Age (60-65 --> Death). Here wisdom (self & spirituality) dominates. This is the winter of life when you prepare for the next great mystery.



“With increasing age, contemplation, and reflection, the inner images naturally play an ever greater part on man’s life . . . In old age one begins to let memories unroll before the mind’s eye . . .”



Erik Erikson
(1902-1994)

Psychoanalytic Paradigm
Ego Psychology



Freud vs. Erikson

A. Erikson: direct extension of Freudian Theory.

B. Erikson's Approach: **Ego Psychology**:

- 1. Ego as Unifying Force in Personality.
- 2. Ego as active shaper of "self."
- 3. Cultural / Environmental Factors Shape Ego:
 - a. Different Cultures = Different Ego Development.
 - b. Deviance is Culturally Bound.

Erikson's Stage Theory

- A. Subscribed to Freud's Model of Psychosexual Development.
- B. Extended Freud's Model into Adulthood and Old Age.

- C. Epigenetic Process of Development:
 1. Step-by-Step Development.
 2. Later Steps Build on Earlier Steps.
 3. Earlier Stages/Steps not "Lost."
 4. Gradually Unfolding Psychological blueprint.
 5. Biology AND Culture/Environment Shape Development.

The Life-Span Approach: Erikson

- Basic assumptions
 - **Neopsychoanalytic:** previous life experience extremely important in determining/shaping personality
 - **Epigenetic principle:** genetically determined unfolding of maturation; HOW we turn out is a function of social/environmental forces and experience in interaction with genotype.

The Life-Span Approach: Erikson

- Basic assumptions (continued)
 - Development is a lifelong process
 - Personality emerges through relative resolution of developmental crises
 - Ego psychology: Ego is neither dependent on or subservient to the id, it is independent

The Life-Span Approach: Erikson

- Personality development
 - Stage theory
 - Basic crisis @ each stage
 - Crisis = challenge to the evolving ego contact with a new aspect of society
 - Each crisis is most salient during a particular stage but has its roots in previous stages and consequences of previous stages

Erikson's Eight Stages

Trust vs. Mistrust

Infancy

Child develops a belief that the environment can be counted on to meet his or her basic physiological and social needs.

Erikson's Eight Stages

Autonomy vs. Shame & Doubt

Toddlerhood

Child learns what he/she can control and develops a sense of free will and corresponding sense of regret and sorrow for inappropriate use of self-control.

Erikson's Eight Stages

Initiative vs. Guilt

Early Childhood

Child learns to begin action, to explore, to imagine as well as feeling remorse for actions.

Erikson's Eight Stages

Industry
vs.
Inferiority

Middle
Childhood

Child learns to do things well or correctly in comparison to a standard or to others

Erikson's Eight Stages

Identity vs.
Role
Confusion

Adolescence

Develops a sense of self in relationship to others and to own internal thoughts and desires

- social identity
- personal identity

Erikson's Eight Stages

Intimacy
vs.
Isolation

Young
Adulthood

Develops ability to give and receive love; begins to make long-term commitment to relationships

Erikson's Eight Stages

Generativity
vs.
Stagnation

Middle
Adulthood

Develops interest in guiding the development of the next generation

Erikson's Eight Stages

Ego-integrity
vs.
Despair

Later
Adulthood

Develops a sense of acceptance of life as it was lived and the importance of the people and relationships that individual developed over the lifespan

Moral Development Kohlberg

Extension of Piaget

Morality of Justice



What was Kohlberg's evidence?

20 year longitudinal study of 50 Chicago-area boys, interviewed first between 10 and 16, and at 3 year intervals

6 year longitudinal study of small village of Turkish boys

Cross-sectional studies in Canada, UK, Israel, Taiwan and other countries

Stage Theory

Three Levels

Preconventional
Conventional
Postconventional

Six Stages

Moral Dilemmas

Dilemma I: In Europe, a woman was near death from a special kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$400 for the radium and charged \$4,000 for a small dose of the drug. The sick woman's husband, Heinz, went to everyone he knew to borrow the money and tried every legal means, but he could only get together about \$2,000, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So, having tried every legal means, Heinz gets desperate and considers breaking into the man's store to steal the drug for his wife. Should Heinz have stolen the drug? Why or why not?

Dilemma Ib: Heinz did break into the store. He stole the drug and gave it to his wife. In the newspapers the next day there was an account of the robbery. Mr. Brown, a police officer who knew Heinz, read the account. He remembered seeing Heinz running away from the store and realized that it was Heinz who stole the drug. Mr. Brown wonders whether he should report that it was Heinz who stole the drug. Should he report the theft? Why or why not?

Dilemma Ic: Officer Brown did report Heinz. Heinz was arrested and brought to court. A jury was selected. The jury's job is to find whether a person is innocent or guilty of committing a crime. The jury finds Heinz guilty. It is up to the judge to determine the sentence. Should he give Heinz a harsh sentence? Why or why not?

Dilemma II: There was a woman who had very bad cancer, and there was no treatment known to medicine that would save her. Her doctor, Dr. Jefferson, knew that she had only about six months to live. She was in terrible pain, but she was so weak that a good dose of a painkiller like morphine would make her die sooner. She was delirious and almost crazy with pain, but in her calm periods she would ask Dr. Jefferson to give her enough morphine to kill her. She said she couldn't stand the pain and she was going to die in a few months anyway. Although he knows that mercy-killing is against the law, the doctor thinks about granting her request. Should he grant her request? Why or why not?

Dilemma III: In Korea, a company of Marines was way outnumbered and was retreating before the enemy. The company had crossed a bridge over a river, but the enemy were mostly still on the other side. If someone went back to the bridge and blew it up, with the head start the rest of the men in the company would have, they could probably then escape. But the man who stayed back to blow up the bridge would not be able to escape alive. The captain himself is the man who knows best how to lead the retreat. He asks for volunteers, but no one will volunteer. If he goes himself, the men will probably not get back safely and he is the only one who knows how to lead the retreat. What should he do? Why?

Level 1: Preconventional Moral Reasoning

Stage 1:
Punishment and Obedience Orientation

Stage 2:
Instrumental Relativism Orientation

Stage 1:
Punishment and Obedience Orientation

"The physical consequence of action determine its goodness or badness, regardless of the human meaning or value of these consequences. Avoidance of punishment and unquestioning deference to power are valued in own right, not in terms of respect for an underlying moral order supported by punishment or authority."

Stage 2:
Instrumental Relativism Orientation

"Right action consists of that which fundamentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms like those of the marketplace. Elements of fairness, of reciprocity, and of sharing are present, but they are always interpreted in a physical, pragmatic way. Reciprocity is a matter of 'you scratch my back and I'll scratch yours,' not of loyalty or justice."

Level 2: Conventional

Stage 3:
Good Boy-Nice Girl Orientation

Stage 4:
Society-maintaining Orientation

Stage 3:
Good Boy-Nice Girl Orientation

"Good behavior is that which pleases or helps others and is approved by them. There is much conformity to stereotypical images of what is majority or 'natural' behavior. Behavior is explicitly judged by intention--'he means well' becomes important for the first time. One gains approval by being 'nice.'"

Stage 4:
Society-Maintaining Orientation

"There is orientation toward authority, fixed rules, and maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order for its own sake."

Level 3: Postconventional

Stage 5:
Social Contract Orientation

Stage 6:
Universal Ethical Principles Orientation

Stage 5:
Social Contract Orientation

"...generally with utilitarian overtones. Right tends to be defined in terms of general individual rights and standards which have been examined and agreed upon by the whole society. There is a clear awareness of the role of personal values and opinions and a corresponding emphasis upon procedural rules establishing consensus. Aside from what is constitutionally and democratically agreed upon, it is a matter of personal 'values' and 'opinions.' The result is an emphasis upon the considerations of social utility (rather than freezing it in terms of Stage 4 'law and order.')

Outside the legal realm, free agreement and contract is the binding element. This is the 'official' morality of the American government and constitution."

Stage 6:
Universal Ethical Principle Orientation

"Right is defined by the decision of one in accord with self-chosen ethical principles appealing to logical comprehensiveness and consistency. These principles are abstract and ethical (the Golden Rule, the logical imperative); they are not concrete moral rules like the Ten Commandments. These are universal principles of justice, of the reciprocity and equality of human rights, and respect for the dignity of human beings as individual persons."

Criticisms of Kohlberg's Theory

1. Nonrepresentative Sample
2. Not invariant
3. Reliability of the test has been questioned
4. Validity - Difference between thought and action
5. No room for affect

6. Ethnocentric bias
Individualism vs. Community
7. Gender bias
8. Problems with Stage Six
 - elitist
 - requires formal philosophical training
 - anarchy

Carol Gilligan



“In a Different Voice”

Morality of Care and Responsibility

Stages of Female Moral Development

Level One: Orientation Toward Self-Interest

Level Two: Identification of Goodness with Responsibility for Others

Level Three: Focusing on the Dynamics between Self and Others

Criticism of Gilligan’s Theory

- Meta-analyses do not suggest such a difference occurs.
- Both sexes use abstract principles when resolving abstract dilemmas and care perspectives when resolving personal dilemmas.
- Moral reasoning of either kind unrelated to behavior.