Chapter 2

Theories of Personality

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### Chapter-At-A-Glance

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CHAPTER 2  THEORIES OF PERSONALITY

Lecture Guide

I. DEFINING PERSONALITY (text p. 43)

A. Personality—distinctive and stable pattern of behaviors, thoughts, motives, and emotions that characterize an individual over time

- Lecture Launcher 2.1 - “Personality” as a Narrative Concept
- Lecture Launcher 2.2 - Freud, Skinner, Rogers
- Lecture Launcher 2.3 - Personality Theory: Add Women and Stir!
  - Activity 2.1 - The Barnum Effect Part 1
  - Activity 2.2 - The Three Faces of Psychology
  - Handout 2.1 - The General Personality Test
  - Handout 2.2 - The Three Faces of Psychology
  - Video – The Basics: Personality Theories
  - Video – The Big Picture: What Is Personality?
  - Animation – Psychodynamic, Behavioral, Trait and Type, Humanistic, and Cognitive Approaches

II. PSYCHODYNAMIC THEORIES OF PERSONALITY (text p. 44)

A. Freud’s psychoanalytic theory was the first psychodynamic theory
B. Freud’s theory and the theories of his followers are called psychodynamic theories

Learning Outcome 2.1 – Explain why Freud’s theory of psychoanalysis is called psychodynamic.

C. Elements shared by all psychodynamic theories
   1. Based on movement of psychic forces within the mind (intrapsychic dynamics)
   2. Adult behavior and problems determined primarily by early childhood experiences
   3. Psychological development occurs in fixed stages
   4. Unconscious fantasies and symbols are main influences on personality and behavior
   5. Reliance on subjective methods of getting at the truth of a person’s life
D. Freud and psychoanalysis
   1. Freud believed that unconscious forces have more power to control behavior than conscious thought
   2. The unconscious reveals itself in free association and through slips of the tongue

Learning Outcome 2.2 – Describe the structure of personality according to psychoanalysis, and explain the main features of each component of that structure.

3. Personality is made up of three systems that balance in a healthy personality
   a. The id—operates according to the pleasure principle and contains the life (sexual) instinct (fueled by libido) and death (aggressive) instincts. Energy buildup results in tension
   b. The ego—referee between demands of id and society, obeys the reality principle, represents reason and good sense
   c. The superego—morality and rules of parents and society, consists of moral standards and conscience, judges the activities of the id

   - Animation – The Id, Ego, and Superego

Learning Outcome 2.3 – List five psychological defense mechanisms, giving a definition and example of each.
4. Defense mechanisms
   a. Used by ego to reduce anxiety when id’s wishes conflict with society
   b. They are unconscious and deny or distort reality
   c. Some defense mechanisms: repression, projection, displacement (and sublimation), regression, denial

Learning Outcome 2.4 – Discuss the five stages of psychosexual development, and identify the hallmarks of each stage.

5. The development of personality
   a. Occurs in psychosexual stages. Child may remain fixated if too much anxiety or conflict is present
      (1) Oral stage—focus on the mouth—fixation at this stage may result in constantly seeking oral gratification
      (2) Anal stage—issue is control—people fixated at this stage become excessively tidy or excessively messy
      (3) Phallic stage—Oedipus complex emerges, sexual sensation located in penis or clitoris. Identification with the same-sex parent then occurs in boys; by the end of this stage, personality is formed
      (4) Latency stage—sexual feelings subside
      (5) Genital stage—beginning of mature adult sexuality

Learning Outcome 2.5 – Explain Jung’s notion of archetypes.

E. Other psychodynamic approaches
   1. Carl Jung—biggest difference was the nature of the unconscious
      a. Collective unconscious contains universal memories
      b. Archetypes are themes and symbolic images that appear repeatedly in myths
      c. Perceived humans as more positively motivated than did Freud

Learning Outcome 2.6 – Describe the basic principles of the object-relations school, and discuss how they differ from Freud’s approach to personality.

2. Object-relations school—emphasizes need for relationships
   a. Object—a representation or complex cognitive schema about the mother that the child constructs unconsciously
   b. Object-relations reflect numerous representations of self and others and the psychodynamic interplay among them
   c. Central tension is balance between independence and connection to others
   d. Children of both sexes identify with mother; males must separate

Learning Outcome 2.7 – Summarize three ways in which psychodynamic theories falter under scientific scrutiny.
F. Evaluating psychodynamic theories
   1. Problems with psychodynamic theories
      a. Principle of falsifiability violated—can’t confirm or disprove ideas
      b. Universal principles drawn from the experiences of selected atypical patients
      c. Theories based on the retrospective memories of patients—creates illusion of causality
   2. Some researchers are trying to study psychodynamic concepts empirically

III. THE MODERN STUDY OF PERSONALITY (text p. 51)

Learning Objective 2.8 – Outline some ways in which objective personality inventories differ from popular personality tests used in business, dating, or other areas.

A. Popular personality tests
   1. Being popular – like the Myers-Briggs test – is no indication of being useful
      • Video – In the Real World: Putting Popular Personality Assessments to the Test
      • Video – Thinking Like a Psychologist: Measuring Personality
      • Animation – Closer Look Simulation: Personality
      • Animation – Personality Assessment

Learning Objective 2.9 – List the Big Five personality traits, and describe the characteristics of each one.

B. Core personality traits
   1. Trait—characteristic assumed to describe a person across many situations
   2. The "Big Five" traits—supported by research as fundamental traits
      a. Extroversion vs. introversion
      b. Neuroticism vs. emotional stability
      c. Agreeableness vs. antagonism
      d. Conscientiousness vs. impulsiveness
      e. Openness to experience vs. resistance to new experience
      • Lecture Launcher 2.5 - L P Q R T
      • Lecture Launcher 2.6 - Allport On Personality Development
      • Lecture Launcher 2.7 - The Rorschach and Wikipedia
      • Lecture Launcher 2.8 - Type D Personality
      • Lecture Launcher 2.9 - Introverts and Extraverts
      • Activity 2.5 - The Barnum Effect Part 2
      • Activity 2.6 - Critique of Online Personality Tests
      • Activity 2.7 - Using Projective Tests in Personality Assessment
      • Activity 2.8 - Doodling as a Projective Technique
      • Activity 2.9 - The Sentence Completion Test
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      • Handout 2.6 - Doodling as a Projective Technique
      • Handout 2.7 - The Sentence Completion Test
      • Handout 2.8 - Sentence Completion Test Scoring Guidelines
      • Video – Hey Tom Widiger! Could You Say a Little More About the Five Factor Model?
      • Video – Classic Clip: Gordon Allport Discusses Personality Traits
      • Video – Discover Me: Match Personalities to Careers
      • Animation – The Five Factor Model
IV. GENETIC INFLUENCES ON PERSONALITY (text p. 54)

Learning Objective 2.10 – Define what temperaments are, and discuss how they relate to personality traits.

A. Heredity and temperament—temperaments are relatively stable, characteristic physiological dispositions that appear in infancy and have some genetic basis
   1. Reactive and nonreactive temperamental styles—detectable in infancy, tend to remain stable throughout childhood
   2. Children with reactive temperaments are shy and timid, react negatively to novel situations
   3. Children with nonreactive temperaments are outgoing and curious
   4. Reactive children show increased sympathetic nervous system activity during mildly stressful tasks

   ➢ Animation – The Biology of Personality

Learning Objective 2.11 – Explain how twin studies can be used to estimate the heritability of personality traits.

B. Heredity and traits
   1. Computing heritability
      a. Behavioral geneticists study the genetic bases of ability and personality
      b. Heritability tells the proportion of variation in a trait that is due to genes
      c. Heredity is investigated with adoption and twin studies
   2. How heritable are personality traits?
      a. Regardless of the trait, heritability is typically about .50
      b. The only environmental effects on personality come from nonshared (with family members) experiences—shared environment and parental child-rearing practices do not seem related to adult personality traits

C. Evaluating genetic theories
   1. Not all traits are equally heritable or unaffected by shared environment
   2. Studies may underestimate the impact of environment
   3. Even traits that are highly heritable are not fixed

   ➢ Lecture Launcher 2.10 - The Constitutional Theory of Personality
   ➢ Lecture Launcher 2.11 - The Study of Bumps on the Head
   ➢ Lecture Launcher 2.12 - Hippocratic Oafs
   ➢ Activity 2.10 - Analyzing Harry and Sally
   ➢ Handout 2.9 - Analyzing Harry and Sally
   ➢ Video – Special Topics: Twins and Personality
   ➢ Video – Twins Separated At Birth

V. ENVIRONMENTAL INFLUENCES ON PERSONALITY (text p. 60)

Learning Objective 2.12 – Explain how reciprocal determinism and the nonshared environment contribute to our understanding of how traits and behavior can be shaped by the environment.

A. Situations and social learning
   1. People don’t have “traits”—instead, they show patterns of behavior
   2. Reason for inconsistencies in behavior is that different behaviors are rewarded, punished, or ignored, depending on the situation

   ➢ Lecture Launcher 2.13 - A Case Study in Personality Development
   ➢ Video – Personality Not Set in Stone

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CHAPTER 2 THEORIES OF PERSONALITY

B. Social-cognitive learning theory
   1. Habits, beliefs, and behavior
      a. Modern social-cognitive learning theories depart from classic behaviorism in their emphasis on three things:
         (1) Observational learning and the role of models
         (2) Cognitive processes, such as perception and interpretation of events
         (3) Motivating values, emotions, and beliefs, such as expectations of success or failure and confidence in ability to achieve goals
      b. Habits and beliefs seen as exerting their own effects on behavior

Learning Objective 2.13 – Summarize three lines of evidence that suggest parental influence over children’s personality development is limited.

C. Parental influence and its limits
   1. Belief that personality is determined by how parents treat their children is challenged by three lines of empirical evidence:
      a. The shared environment of the home has little, if any, influence on personality
      b. Few parents have a single child-rearing style that is consistent over time and that they use with all of their children
      c. Even when parents try to be consistent in the way they treat their children, there may be little relation between what they do and how the children turn out

Learning Objective 2.14 – Discuss some ways in which peers influence the development of personality in children.

D. The power of peers
   1. Peer environment consists of different peer groups, organized by interests, ethnicity, and/or popularity
      a. Children and adolescents who are temperamentally fearful and shy are more likely to be bullied
      b. Peers have a stronger influence on academic achievement than parents

VI. CULTURAL INFLUENCES ON PERSONALITY (text p. 64)

Learning Objective 2.15 – Compare individualist and collectivist cultures, and describe some average personality differences between them.

A. Culture, values, and traits
   1. Two kinds of cultures
      a. Individualist—individual needs take precedence over group needs
      b. Collectivist—group harmony takes precedence over individual wishes

Learning Objective 2.16 – Describe three traits which show considerable cultural variability.

2. Cultures’ norms and values vary
   a. Conversational distance
   b. Tardiness
   3. Cultural variables may help explain patterns of male violence
      a. The “culture of honor” in the American South
Learning Objective 2.17 – Evaluate some pros and cons of the cultural approach to understanding personality.

B. Evaluating cultural approaches
   1. Cultural psychologists describe cultural influences on personality, avoiding stereotyping
   2. Regional variations occur in every society
   3. Many cultures share many human concerns (e.g., need for love, attachment, family, work, religion)

VII. THE INNER EXPERIENCE (text p. 69)

Learning Objective 2.18 – Describe the core humanist ideas advanced by Abraham Maslow, Carl Rogers, and Rollo May.

A. Humanist approaches
   1. Developed as a reaction against psychoanalysis and behaviorism
   2. Abraham Maslow’s approach
      a. Emphasized good side of human nature, peak experiences
      b. Emphasized movement toward state of self-actualization
   3. Carl Rogers’ approach
      a. Interested in the fully functioning person—requires congruence between self-image and true feelings
      b. Fully-functioning—means a person is trusting, warm, and open to new experiences
      c. Becoming fully functional requires unconditional positive regard
      d. Conditional love results in incongruence and unhappiness
   4. Rollo May—brought aspects of existentialism to American psychology
      a. Emphasized the burdensome aspects of free will
      b. The burden of responsibility can lead to anxiety and despair

C. Evaluating humanist and narrative approaches
   1. Many assumptions of humanism cannot be tested
   2. Humanist concepts are difficult to define operationally
   3. Both humanism and positive psychology balance psychology’s traditional view of personality

Learning Objective 2.19 – Summarize the shortcomings of the humanist approach to personality, and identify some areas of substantial contribution.

C. Evaluating humanist and narrative approaches
   1. Many assumptions of humanism cannot be tested
   2. Humanist concepts are difficult to define operationally
   3. Both humanism and positive psychology balance psychology’s traditional view of personality

 Lecture Launcher 2.14 - The Origins of Personality
 Lecture Launcher 2.15 - Don't Worry! I’m Self-Actualized…
 Activity 2.12 - The View From Here: Comparing Personality Theories
 Handout 2.10 - The View From Here: Comparing Personality Theories

Writing Assignment – Evaluating Personality Theories
Learning Objectives

After studying this chapter, students should be able to understand the following principles:

**Psychodynamic Theories Of Personality**
2.1 – Explain why Freud’s theory of psychoanalysis is called *psychodynamic*. (p. 44)
2.2 – Describe the structure of personality according to psychoanalysis, and explain the main features of each component of that structure. (p. 44)
2.3 – List five psychological defense mechanisms, giving a definition and example of each. (p. 44)
2.4 – Discuss the five stages of psychosexual development, and identify the hallmarks of each stage. (p. 44)
2.5 – Explain Jung’s notion of archetypes. (p. 47)
2.6 – Describe the basic principles of the object-relations school, and discuss how they differ from Freud’s approach to personality. (p. 47)
2.7 – Summarize three ways in which psychodynamic theories falter under scientific scrutiny. (p. 49)

**The Modern Study Of Personality**
2.8 – Outline some ways in which objective personality inventories differ from popular personality tests used in business, dating, or other areas. (p. 51)
2.9 – List the Big Five personality traits, and describe the characteristics of each one. (p. 52)

**Genetic Influences On Personality**
2.10 – Define what temperaments are, and discuss how they relate to personality traits. (p. 56)
2.11 – Explain how twin studies can be used to estimate the heritability of personality traits. (p. 57)

**Environmental Influences On Personality**
2.12 – Explain how reciprocal determinism and the nonshared environment contribute to our understanding of how traits and behavior can be shaped by the environment. (p. 60)
2.13 – Summarize three lines of evidence that suggest parental influence over children’s personality development is limited. (p. 61)
2.14 – Discuss some ways in which peers influence the development of personality in children. (p. 62)

**Cultural Influences On Personality**
2.15 – Compare individualist and collectivist cultures, and describe some average personality differences between them. (p. 64)
2.16 – Describe three traits which show considerable cultural variability. (p. 64)
2.17 – Evaluate some pros and cons of the cultural approach to understanding personality. (p. 67)

**The Inner Experience**
2.18 – Describe the core humanist ideas advanced by Abraham Maslow, Carl Rogers, and Rollo May. (p. 69)
2.19 – Summarize the shortcomings of the humanist approach to personality, and identify some areas of substantial contribution. (p. 70)
Chapter 2 defines personality and reviews the major theoretical approaches that have been advanced to explain its development. The psychodynamic approach focuses on the role of unconscious processes, five developmental stages, and the development of the id, ego, and superego. Freud originally proposed this approach, and then other theorists such as Jung and Horney modified his work. Modern views of personality emphasize the trait approach of Cattell and the cross-cultural, empirical support for the "Big Five" personality traits. The biological approach focuses on the heritability of traits and the idea that there is a genetic basis for certain temperaments. Environmental influences also are important; theorists have emphasized the reciprocal interactions between specific situations and a person’s cognitions and behaviors. Cognitions and behavior are also influenced by culture. The humanist and existential approaches reject the deterministic views of the psychoanalytic and behavioral approaches. Instead, they focus on the positive aspects of humanity and the idea that humans have free will to shape their own destinies.
The concept of personality refers to what is unique or distinctive about an individual. Because of this focus on the uniqueness of the individual, the study of personality presents a challenge to the science of psychology. Gordon Allport wrote “science seems to be embarrassed by the individual case” (1937, p. 3). He recognized the difficulty of merging the scientific interest in seeking uniformities and general principles with the focus on the distinctiveness of the individual. Uniformities are identified among whole classes of phenomena, and the individual is regarded as an instance or example of the universal principle. In other words, the individual as such means little; what counts is what an individual shares in common with others.

As Henry Gleitman points out, literature, rather than the science of psychology, is the field of endeavor whose primary interest is the individual.

The great novelists and playwrights have given us portraits of living, breathing individuals who exist in a particular time and place. There is nothing abstract and general about the agonies of a Hamlet or the murderous ambition of a Macbeth. These are concrete, particular individuals, with special loves and fears that are peculiarly theirs. . . . Art focuses on the particular instance and then uses this to illuminate what is universal in us all. (p. 13)

(It is interesting to note in this regard that Freud was awarded the Goethe prize in literature for his case histories of individuals’ lives.)

B. F. Skinner, whose first attempted career was that of a creative writer, also believed that the study of personality belonged to the domain of the novelist or playwright. He did not include the term personality in his technical vocabulary, notes Christopher Monte, “because it represents a metaphorical level of discourse.” Skinner meant that the concept of personality is more appropriately conceived of as constructed by the stories we tell about our lives. Personality is thus a narrative construct intended to capture the imagined unity of character through time.

Skinner’s insight fits nicely with George Gerbner’s idea that human beings are the “storytelling animal.” Following Skinner’s insight, we might also recognize that the notion of personality is best conceived as the individual characters in the stories we tell about our lives.
Lecture Launcher 2.2 - Freud, Skinner, Rogers

Sigmund Freud, B. F. Skinner, and Carl Rogers were arguably three of the most influential personality theorists. Each took as his aim a greater understanding of human nature, although each adopted a distinct perspective on personality. Robert Nye has summarized some of these differences between these three thinkers.

Views of Basic Human Nature
Freud's psychoanalytic view of human nature is rather pessimistic. Driven by primitive urges, humans are little more than controlled savages seeking to satisfy sexual and aggressive pleasures. The internal conflicts between id, ego, and superego only serve to exacerbate the turmoil at the root of personality. This dark view is in sharp contrast to Rogers' humanism, which starts from the perspective that humans are basically good and continually striving to be even better. Motivations for growth, creativity, and fulfillment pepper Rogers' optimistic stance on human nature. With Freud pessimistic and Rogers optimistic, Skinner is left somewhat neutral on human nature. True to his behaviorist approach, Skinner would have difficulty supporting notions of either internal turmoil or internal motives for fulfillment. Although Skinner acknowledged that genetic factors were important in determining which behaviors were emitted (and eventually reinforced), he saw environment as exerting a stronger effect on shaping behavior.

Views of Personality Development
Freud's psychosexual stages and their associated milestones and conflicts were key to his overall view of human nature. Personality, like most human qualities, developed slowly over time. Rogers agreed with this general notion of personality as changing and unfolding, but stressed the positive aspects of growth fueled by unconditional positive regard. Skinner also endorsed the notion of change, but emphasized humans as behavior emitters. The changes in “personality” over time are actually due to changes in behaviors, their consequences, and various response contingencies.

Views of Maladjustment and Therapy
All three theorists saw a link between personality and maladjustment. Conflicts among unconscious desires and the strain of internal tensions produce maladjustment from Freud’s perspective. The goal of therapy was to uncover the hidden roots of current problems. Rogers thought otherwise. The interruption or stunting of actualization processes, due largely to receiving conditional regard from oneself and from others, was responsible for maladjustment. The goal of therapy was to point out sources of unconditional positive regard and to orient the person back to a path of growth and personal fulfillment. “Neurotic,” “psychotic,” and “actualized” would be hard pressed to find a home in Skinner's psychology. Environments cause maladaptive behaviors, such as when undesirable behaviors are reinforced or there is a history of excessive punishment. The goal of therapy is to change or reapply reinforcement schedules to correct the current maladaptive behaviors.

Views on the Study of Human Behavior
None of these thinkers particularly endorsed traditional experimental procedures. Although Skinner did perform numerous quantitative, controlled laboratory studies, he disdained theorizing and avoided statistical tests. Freud based his views on qualitative, subjective judgments of individuals, and he drew his inspiration as much from literature, art, and society as he did the clinic. Rogers perhaps held the most balanced view. Although he endorsed objective, quantitative studies of behavior, he also advocated the use of subjective knowledge and phenomenological knowledge. His own work relied heavily on these latter two approaches.
**Views of Society**

Freud's *Civilization and Its Discontents* summarizes his view of society. Primitive sexual and aggressive instincts are not likely to find free expression in most civilizations, although society can ease this conflict by providing avenues for sublimating these desires. A balance of expression and sublimation within an evolving society would complement Freud's view of human nature. *Walden Two* might summarize Skinner's view of society, although *Beyond Freedom and Dignity* could serve equally well. Because society controls the behavior of its members it needs to be constructed thoughtfully and efficiently. Reinforcement of some behaviors and the extinction of others will eventually benefit all members of a society. Finally, any number of Rogers' writings hold clues to his view of society's role in daily life. Rogers felt that societies were generally too restrictive and static, and that most social institutions worked against growth and development of the individual. Freedom for alternative lifestyles and opportunities for creative outlets are important elements of a Rogerian world.


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**Lecture Launcher 2.3 - Personality Theory: Add Women and Stir!**

The topic of personality serves as an excellent base for discussing the feminist perspective within the field of psychology. Torrey (1987) has incorporated the five-phase sequence of sex integration proposed by McIntosh into the psychology of personality.

**Phase 1: Womanless Psychology**

Torrey provides several interesting examples of womanless psychology; for example, only four of the 707 pages of Hall and Lindzey's text on personality are devoted to a woman's theory of personality (Karen Horney's)! Sullivan, Murray, McClelland, and Kohlberg based their work on studies of men, although the theories usually are described as universal.

**Phase 2: Adding Women to Psychology**

In this phase, women's work is included in the field of psychology, but usually within the overall male-oriented paradigm. Karen Horney's contributions within the psychoanalytic field would represent this phase.

**Phase 3: Women as Inherently Different and Deviant**

Viewing men as the norm and women as special exceptions occurs in Phase III. Freud's view of mature female sexuality is used to illustrate the point. Although aware of the sexual role of the clitoris, Freud insisted that mature sexuality is located in the vagina. In regard to research, Torrey notes that,

> When differences did appear, psychologists have usually interpreted them as showing female inferiority. Witkin, for example, described the holistic style of perception he found in his female subjects as an inability to think analytically rather than as a capacity for global synthesis. (Torrey, 1987, p. 157)

**Phase 4: Taking the Psychology of Women Seriously**

This phase involves the feminist study of women, their development, and social rules. Carol Gilligan's challenge to Kohlberg's theory represents this stage, as does Horner's extension of achievement motivation (McClelland).

**Phase 5: All the Human Experience, Psychology Redefined**

A seismic shift would be necessary within psychology to describe, as a discipline, the human experience. Until extensive work concerning women is accomplished, it will be difficult to envision the changes within the field. Do different theories represent different phases? Are men and women really
so different? If so, what are the social, political, and economic implications of personality differences? Women are becoming the majority in the field of psychology—what implications do you think this will have for the psychology of the twenty-first century?


## Lecture Launcher 2.4 - Archetypes

The textbook briefly mentions some of Jung’s ideas, such as the collective unconscious. Inhabiting this dark and mysterious place are a motley bunch known as archetypes, such as the anima/animus and the persona. These denizens of the collective unconscious are not alone, however:

- **The Hero.** From world leaders to mythic gods to gargantuan sandwiches, the hero represents someone who rises to the occasion to conquer and vanquish with great might. Often the hero is a relatively weak individual, but one who connects to powerful internal forces. Herein lies a blueprint for the development of one’s own sense of individuality.

- **The Trickster.** This archetype is often seen as a collective shadow figure representing the underdeveloped or inferior traits of individuals. In mythology (such as many Native American folktales) the trickster is often dull-witted but someone who typically provides positive outcomes.

- **Great Mother.** The Virgin Mary, the Hindu goddess Kali, fertility symbols, Henry Moore sculptures, “Mother Earth,” myths and legends of motherhood...these are all reflections of our archetype of one who ushers us into existence and nurtures us.

- **Spiritual Father.** Our image and sense of fathers is tied to spirituality. An obvious link, established well before Jung, is found in many Judeo-Christian religions.

- **Mandala.** The archetype of order. Examples of this are plentiful both within and across cultures. Circles, squares, fractal forms, swastikas, wheels, yin-yang, crosses, and numbers are a few examples.

- **Transformation.** Journeys to the self, whether in mythology, dreams, or symbols, represent transformation. From Diogenes’ search for an honest person to someone’s life-altering revelation, transformation plays a role in human development and growth.


## Lecture Launcher 2.5 - L P Q R T

Raymond Cattell’s view of personality and methods of assessing it are discussed briefly in the textbook. Cattell was somewhat unique in advocating a variety of approaches to the study of traits. Some of his contemporaries adopted a strictly statistical approach, others pursued a purely theoretical approach, whereas others opted for a largely content-based approach to assessment and still others used criterion-keying methods. Although Cattell used factor analysis primarily, he relied on a range of data and a combination of techniques.
L-data, or data from a person’s life record, represents the activities and events of people’s daily lives over an extended period. Much like keeping a diary, Cattell’s research participants might report on their social contacts, their states of health, the organizations they’ve joined, mishaps or illnesses experienced, and so on. The key to this approach is to gather lots of evidence from lots of realms over time. Q-data, from questionnaires, represents a more typical personality assessment approach. Here research participants would supply responses to standardized measures, such as the MMPI or Cattell’s own 16PF. Because of the limitations typically associated with questionnaire responses (e.g., response biases, lack of insight or knowledge about the self, social desirability) these data are not used as the sole source of information about a person. Rather, T-data, or data derived from tests, are relied on to supplement Q-data. Here an individual’s personality dimensions are assessed without the person’s knowledge of which aspects of behavior are being measured, as when direct observation is used or projective techniques are applied.

This mass of data can then be examined using either R-technique or P-technique factor analysis. R-technique involves analyzing the responses of multiple individuals, primarily to identify clusters of traits or commonalities among behaviors. P-technique involves tracing the strength of traits over a period of time for single individuals. The parallels to idiographic versus nomothetic approaches to understanding behavior, or between-subjects versus within-subjects experimental designs, are clear. Cattell was an early advocate of unifying these various approaches to understanding people.

A brief historical note: Contrary to popular opinion, Raymond Cattell did not inspire the famous Lucky Strike cigarette ad (“Lucky Strike Means Fine Tobacco”).


**Lecture Launcher 2.6 - Allport on Personality Development**

To many people, Gordon Allport’s claim to fame in the personality literature was his compendium of some 18,000 trait terms (eventually whittled down to 4,500) used to describe people and their personality characteristics. (In fact, some see his contribution as one of pure stamina, to have counted all those words!) Clearly Allport was a seminal figure in both personality and social psychology, and his contributions are well established through his work on prejudice, social cognition, the transmission of rumor, religiosity, the nature of the self, and writings on the history of psychology.

What is sometimes lost in these contributions is Allport’s theory of the development of personality. Overshadowed by better-known approaches, such as those of Freud or Erikson, Allport’s ideas in this area have languished somewhat. Nonetheless, he is unique in several respects. First, unlike Freud, Allport argued for a certain core unity to personality; rather than warring id, ego, and superego, Allport thought that with maturation came a unity of interests, traits, biological predispositions, and so on. Second, Allport thought that his stages were somewhat arbitrary. Unlike Erikson or Piaget, he believed that the stages of personality development may occur at different times for different people, and that the development of any single individual would actually be an uninterrupted, continuous process. Finally, Allport thought that personality developed from a foundation of heredity, mainly an infant’s activity level and temperament.

*Bodily sense* is the first stage of development in infancy, followed by *self-identity*. The child learns what different sensations and experiences are like, and begins to develop a sense of existence as an independent agent. From age 2 to 3 *ego-enhancement* takes place, characterized by building self-esteem. *Ego-extensions*, as when a child begins to identify his or her toys, his or her parents, or other personal belongings, mark the next stage. *Self-image* refers to the process of evaluating our present self and considering future aspirations; children age 4 to 6 are capable of forming these future goals.
age 6 to 12 the child is a *rational agent*: solving problems, doing schoolwork, planning activities, and so forth. Rather than a Freudian period of conflicted sexuality and general inner turmoil, Allport saw these years as a time of developing adaptive functions. *Propriate striving*, beginning in adolescence, is marked by the development of a life ideology or sense of directedness. Finally, adults achieve the status of *self as knower*, whereby they integrate the previous aspects of development into a unified whole.


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**Lecture Launcher 2.7 - The Rorschach Test and Wikipedia**

In 2009, a controversy erupted when images of the 10 Rorschach cards were posted on the Internet website *Wikipedia*, along with information about common responses to each inkblot. Although it was not the first time this information was made available to the general public, the popularity of Wikipedia means that the information is likely to be seen by many more non-clinicians than ever before. Following the posting, many clinicians expressed concern that the effectiveness of the test would be compromised by having this information available online. On the other hand, supporters of making the information available generally believe in openness, and argue that clinicians should not be allowed to keep their techniques secret. They also downplay the danger that people will “cheat” by memorizing certain responses. Finally, many point to the fact that the Rorschach test is controversial to begin with, and that some experts believe it to be nothing more than pseudoscience.

As a class, ask students to debate whether information regarding psychological tests like the Rorschach should be kept secret or not. You may want to create a list of pros and cons on the board to help students organize their arguments. Some questions you might have students consider are: Does keeping the details of psychological tests secret prevent the general public from questioning their validity? Do psychologists have an obligation to openness whenever possible? Is publishing information about the Rorschach test the same as publishing answers to the SATs? You can extend the lesson further by having students respond to this writing prompt:

What is the Rorschach test used for? How is it supposed to work?

Sample answer: The Rorschach test is a type of *projective test*. Projective tests are designed to *assess a subject’s personality by asking subjects to respond to ambiguous stimuli*. During the Rorschach test, subjects are shown abstract inkblots, and asked to describe what they see. In theory, a trained tester can use their answers to discover information about the subject’s personality and uncover any underlying thought disorders.


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**Lecture Launcher 2.8 - Type D Personality**

The Type A / Type B personality distinction has captured the interest of the general public ever since it was first described by Friedman and Rosenman in the 1950s. Early evidence suggested that having a Type A personality was a predictor for coronary heart disease, however, more recent studies have suggested that the link between Type A personality and coronary disease is weak or nonexistent. Instead,
it has been suggested that a more recently defined personality type, Type D, might be a much better predictor for cardiovascular disease.

Type D, or the “distressed” personality type, is defined as having high scores for “negative affectivity” and “social inhibition.” This means that people with Type D personalities exhibit both gloomy/worried moods and a tendency to be introverted and closed off. Importantly, both of these traits must be present for a person to be classified as Type D.

Studies have shown that patients who have ischemic heart disease are more likely to have complications or even die if they have a Type D personality. In addition, these patients are more likely to suffer from anxiety, depression, and impaired quality of life than are non-Type D patients suffering from the same disease. Other studies have also found the having a Type D personality increases a person’s risk of sudden cardiac arrest, hypertension, and other cardiovascular diseases.

Importantly, to date most of the studies involving Type D personalities and cardiovascular have been correlational. Therefore, it is uncertain whether having a Type D personality causes cardiovascular disease, or is merely a predictive tool for identifying high risk patients. Potentially however, these studies do reveal an important connection between mind and body.


Lecture Launcher 2.9 - Introverts and Extraverts

The introversion/extraversion dimension has been a mainstay of trait approaches to personality. In one form or another it has found a home in the thinking of everyone from Hippocrates to Hans Eysenck to devotees of the Big Five. As such, considerable energy has been spent cataloging the factors that distinguish introverts from extraverts, such as that introverts tend to salivate more than extraverts when lemon juice is placed in their mouth. Here are a few more examples, drawn from Bem P. Allen:

**Eye-blink Conditioning**

Introverts demonstrate faster classical conditioning because they are more easily aroused. Using an eye-blink conditioning procedure, Eysenck and Levey (1972) found that introverts exhibited greater conditioning and were able to be conditioned with weaker stimuli than were extraverts.

**Reactions to Bad News**

Fremont, Means, and Means (1970) administered a task that required students to learn a digit-symbol code. After the learning phase, they were either told that they had scored higher or lower than average or given no feedback at all. They were then immediately given a test of anxiety. Introverts showed significantly higher anxiety than extraverts after receiving negative feedback, but did not differ under any of the other conditions.

**Drug Effects**

Hans Eysenck (1962) suggested that depressants like alcohol would increase extraverted-like behavior, whereas stimulants like coffee or tobacco would increase introverted-like behavior. His hypothesis has received some support. Jones (1974) found that the effect of alcohol was greater on extraverts than introverts, while Gupta and Kaur (1978) found that the stimulant dextroamphetamine enhanced the effectiveness of extraverts while inhibiting that of introverts. Allen (1994) noted that one explanation of hyperactivity in children is that they are underaroused, much like extraverts. Therefore, administering the stimulant Ritalin may act to make them more like introverts, thus increasing their attention and responsiveness.
Lecture Launcher 2.10 - The Constitutional Theory of Personality

In the 1940's an American psychologist named William Sheldon developed a unique theory of personality based on an individual's body type. According to this theory, people can be broadly grouped into three "somatotypes" based on their physical compositions. These somatotypes are ectomorphic (tall and skinny), mesomorphic (solid and muscular), and endomorphic (stout and fat). Sheldon believed that each of these somatotypes was associated with a specific personality type. For example, he believed endomorphs were more extroverted, whereas ectomorphs tended to be more introverted. He also believed that mesomorphs were more prone to criminal behavior.

Although somewhat influential at the time, the Sheldon's Constitutional Theory, as it is known, was never convincingly demonstrated, and most psychologists today believe it to border on pseudoscience. Even if personality and body type are correlated, Sheldon was never able to address the obvious question of causality. Nonetheless, the terms mesomorph, ectomorph, and endomorph are occasionally used today to describe different body types.

In an interesting side note, for decades, incoming male and female freshman at several Ivy League schools were photographed nude, purportedly to study human posture. William Sheldon was involved in these photographic studies, and may have used the pictures to develop his theories about somatotypes and personality. The rediscovery of these photographs raised serious ethical concerns, culminating in the 1995 decision to destroy Sheldon's remaining photographs, which had been given to the Smithsonian Museum.

Lecture Launcher 2.11 - The Study of Bumps on the Head

Franz Joseph Gall (1758-1828) was a skilled brain anatomist whose descriptions of the brain's gray and white matter, cerebral commissures, and contralateral innervation remain an important part of the knowledge base of neurology and psychology. Also, Gall was among the first to discuss the relationship between brain and behavior. Unlike the dualism of Descartes, Gall's view asserted that the mind was located in the brain. His studies of the brains of animals and of people of various ages and types indicated that cognitive abilities are based on the amount and placement of healthy cortical tissue, and that greater amounts of cortical tissue are usually associated with superior functioning. This field was named phrenology. An additional important aspect of Gall's view was that personality characteristics and abilities are determined by independent, genetically determined, neurologically distinct structures (Fodor, 1983). Gall postulated 27 faculties, including amativeness (sexual behavior), acquisitiveness, reverence, verbal memory, marvelousness, love of the picturesque, defensiveness, and number.
Gall's neuroanatomy research and “faculty” theory led to the notion of phrenology. Unfortunately, it is phrenology for which Gall is remembered best and as a result, ridiculed. His true accomplishments have been buried under the quackery of phrenology, even though it was his followers, rather than Gall himself, who were responsible for the worst sins of phrenology (Fodor, 1983). What's more, Gall's theories are often misrepresented or misunderstood by critics and modern historians.

Phrenology, as developed by Gall and his followers (such as Spurzheim and Combe), asserted that (1) the mind is located in the brain; (2) mental abilities are determined by innate faculties that are located in specific parts of the brain; (3) the size of the brain devoted to a faculty indicates the strength of that faculty; (4) the shape and external characteristics of the skull at particular locations reflect the brain beneath those locations; and (5) examination of the head/skull allows a description of the individual's personality and abilities (Kurtz, 1985). These ideas supposedly were stimulated by Gall's boyhood observation that several of his classmates who were not generally more intelligent, but who were more scholastically successful because of their superior memory abilities, all had large, bulging eyes (Fancher, 1979), and were furthered by Gall's later anatomical research. Through the study of many individuals, Gall and his associates mapped the regions of the skull they believed corresponded to each of the 27 faculties. For example, Gall's boyhood observation led to the hypothesis that verbal memory ability is reflected in the region of the cortex lying immediately behind the eyes: The brain is overdeveloped at that location when ability is great, and causes the eyes to protrude. Gall's interactions with a "Passionate Widow" revealed a large, hot neck, which he interpreted as a sign that the cerebellum at the lower back of the brain was the seat of sexual behavior (“amativeness”) (Fancher, 1979, p. 48).

Phrenology has been attacked on several points. First, the skull does not accurately reflect the underlying brain. Thus, even if the size of the brain at specific locations did indicate the strength of the corresponding faculty, the skull's topology would be worthless for determining this. Second, although certain abilities do seem to be localized in specific parts of the brain (e.g., speech production at Broca's area), the amount of brain tissue does not reflect the level of the ability. Also, the 27 faculties are poorly chosen and described. Many are ill-defined, and others are usually considered to be the result of the combination of several other abilities, not independent faculties. A third major problem was the rather unscientific methods of research used to "confirm" the theory. Gall and his associates reportedly cited only cases that supported the theory, while ignoring or explaining away negative results (Fancher, 1979). Gall employed the concept of "balancing actions" by one or more of the 27 faculties when the characteristics of the skull did not match the characteristics of the subject. As Fancher (1979) points out, with 27 factors involved, Gall could explain just about any result. Theories that do not allow any chance of disconfirmation are not good scientific theories.

Although most of the scientific community quickly savaged Gall and phrenology, phrenology retained great popularity among the general public. By 1832 there were 29 phrenology societies in Great Britain, and several journals devoted to phrenology were being published there and in America. Eventually, however, the interest in phrenology dissipated, and today phrenology receives attention only as a quaint example of pseudoscience. Kurtz lists three primary criteria for pseudoscience: (1) Stringent experimental methods are not routinely employed in the research; (2) There is no testable, coherent conceptual framework; and (3) Claims of confirmation are made even though questionable methods were used. By these criteria, phrenology is a pseudoscience, not merely an incorrect theory.

CHAPTER 2 THEORIES OF PERSONALITY

Lecture Launcher 2.12 - Hippocratic Oafs

Hippocrates' four-humors theory may be the oldest constitutional theory of personality. Hippocrates (460-377 B.C.) postulated the operation of four fluids or humors within the body, imbalances or excesses of which would have emotional as well as physical consequences. This chart shows the four humors, the condition created by too much of each, and their respective emotions:

<table>
<thead>
<tr>
<th>Humor</th>
<th>Blood</th>
<th>Yellow Bile</th>
<th>Black Bile</th>
<th>Phlegm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Condition</td>
<td>Sanguinity</td>
<td>Biliousness</td>
<td>Melancholia</td>
<td>Phlegmatic</td>
</tr>
<tr>
<td>Emotion</td>
<td>Cheerfulness</td>
<td>Anger</td>
<td>Sadness</td>
<td>Lethargy</td>
</tr>
</tbody>
</table>

The Hippocratic theory of personality popularized the practice of bloodletting—opening a vein or applying leeches to “drain off” excessive amounts of the troublesome humor. In medieval Europe, it was common for barber-surgeons (whose professional practice relied on sharp instruments like knives and razors) to advertise their bloodletting services by posting a sign depicting a pale human arm traced with a crimson spiral of blood. (Remember that a largely illiterate culture required signs with pictures rather than words.) The lasting legacy of the bloodletters is the modern barber pole, a highly stylized version of the white arm with the bloody red stripe, advertising the services within.

Lecture Launcher 2.13 - A Case Study in Personality Development

In 1923, personal tragedy transformed the life of an eighteen-year-old Texan named Howard. This overprotected college freshman had never made a major decision for himself. When a heart attack killed his father, only two years after the death of his mother, Howard suddenly inherited three-fourths of the interest in the family’s lucrative tool company. His uncle and grandparents, who owned the rest of the business, urged Howard to return to school. Despite his reputation as a shy and obedient boy, Howard refused. Within four months, he bought out his relatives' share in the company. By the time Howard was nineteen, a judge had granted him adult status, giving him full legal control of the million-dollar company. However, he had no interest in running the family business. Instead, he wanted to become the world's top aviator and most famous motion picture producer. “Then,” he told his accountant, “I want you to make me the richest man in the world” (Dietrich & Thomas, 1972, p. 73).

By the time he was thirty-eight, Howard Hughes was an American legend. He founded the Hughes Aircraft Company, manufacturer of the first spacecraft to land on the moon. He transformed Trans World Airlines into a $500 million empire. He designed and built airplanes for racing, military, and commercial uses. As a pilot, he broke many aviation records, capping his triumphs with a 1938 round-the-world flight. Ticker-tape parades in New York, Chicago, Los Angeles, and Houston honored his achievement (Drosnin, 1985). However, long before that, when he was only twenty years old, he had already reaped national honors producing several films, among them an Academy Award winner. As head of the RKO film studio, Hughes used his power to fuel the 1950s anticommunist purge in Hollywood. Eventually, Hughes realized his ambition; he became the world’s richest man.

Despite his incredible public success, Howard Hughes was a deeply disturbed individual. As his empire expanded, he became increasingly disorganized. He began to focus so excessively on trivial details that he accomplished less and less. He became a recluse, sometimes vanishing for months at a time.

Hughes’s mishaps as a pilot and driver caused three deaths. On several occasions Hughes suffered serious head, face, and perhaps, brain injuries; one near-fatal plane crash resulted in what became a lifetime addiction to codeine (Fowler, 1986). His risk taking extended to the world of finance as well,
where he lost over $100 million of taxpayers’, stockholders’, and his own money (Dietrich & Thomas, 1972).

As he grew older, Hughes became obsessed with germs. On hearing a rumor that an actress he once dated had a venereal disease, he burned all his clothes, towels, and rugs. Eventually, the only people allowed to see him were members of his “Mormon guard,” an elite cadre of men who never questioned his often bizarre orders. Those orders included instructions to “wash four distinct and separate times, using lots of lather each time from individual bars of soap” (Drosnin, 1985, p. 167). Anything their employer might touch they wrapped in fifty-tissue swaths of Kleenex; each box opened with a clean, unused knife.

Paradoxically, Hughes lived in squalor. He rarely wore clothes or washed, never brushed his teeth, and used an unsterilized needle to inject himself with large doses of codeine. He stayed in bed for days at a time. The richest man in the world slowly starved his 6-foot, 4-inch frame to an emaciated 120 pounds.

Looking to Hughes’s childhood for clues to the paradox of his personality reveals many possible links between his early experiences and their later transformation. Similar to his father, Hughes loved mechanical gadgets. At age three, he started taking pictures with a box camera. He tinkered in his father’s workshop, creating objects out of bits of wire and metal. He was allowed to play in the workshop—as long as he kept it spotless.

Hughes’s parents fusses excessively about his health. His quiet, dignified mother devoted herself full-time to him, taking him to the doctor at the slightest provocation. At fourteen, his parents sent him to a boarding school in Massachusetts. A developing hearing loss isolated him from friendships. The highlight of his stay in the East was a ride with his father in a seaplane that “fired his fascination with airplanes and marked the beginning of a lifelong love affair with aviation, his most enduring passion.”

Later, when he went to a California school, Hughes spent much of his time alone, riding his horse in the hills and visiting his Hollywood screenwriter uncle. At his uncle’s Sunday brunches, Hughes met many stars and movie moguls, as did his father, who had an eye for beautiful women. Hughes began to perceive people as objects to be avoided or collected. He would bring teenaged aspiring starlets to Hollywood, put them up in apartments, and, as they waited for stardom, forget all about them (Fowler, 1986).

A few years before Hughes’s death, his former barber reflected on the eccentric billionaire’s personality, “I know he has his problems: don’t we all? He just operates a little different from the rest of us. Who’s to say who’s wrong?” (Keats, 1966).


Lecture Launcher 2.14 - The Origins of Personality

Henry Thomas Throckmorton was born at 2:06 this morning at Atherton Memorial Hospital. Henry weighed 8 pounds, 2 ounces, and is 22 inches long. He appears to be a healthy and normal human infant. What is the basic nature of human personality? What influences will shape little Henry's personality? How will his parents influence the development of his personality? Imagine that we have asked these questions of three psychologists, one representing Freud and psychoanalytic psychology, the second representing Skinner and the radical behaviorists, and the third representing Carl Rogers, Abraham Maslow, and humanistic psychology.
The Psychoanalytic Perspective

Little Henry is basically selfish, pleasure-oriented, and irrational. His personality right now is all id. Later the ego will develop to negotiate between the id and the environment, and the superego will develop to punish him with guilt if he disobeys the rules of his parents and society. He will become civilized, but beneath the facade created by the ego and the superego, the id will continue to generate sexual and aggressive impulses and make demands that society will not tolerate. He is basically irrational because this is part of his human heritage. Many of the motives that direct his behavior are buried in his unconscious mind, and his thinking will be distorted by his need to disguise his primitive nature and to protect secrets that must be denied and repressed.

During the first four years of life, the focus of that all-important need, sexual gratification, will migrate from the mouth to the anus and from the anus to the genitals. The manner in which conflicts related to these erogenous impulses are resolved will have a lasting influence on his personality. His basic personality will be established by the time he is five years old. When Henry is an adult, he may feel that he has free will, but actually his choices were to a great extent made for him by the human genes that carry the instinctual drives for sex and aggression, and by repressed experiences of early childhood.

Henry’s parents will influence the development of his personality by the way they handle the three central conflicts of infancy and early childhood. These conflicts involve oral gratification and weaning, anal gratification and toilet training, and the Oedipal situation. In the case of weaning and toilet training, parents must be sensitive to timing and to letting the child deal with these aspects of socialization gradually and with a minimum of parent-child confrontation. During the Oedipal stage, the mother must continue to be loving and affectionate, but she must also avoid sexually stimulating Henry, or behaving toward him in a way that encourages his incestuous desire for her. The father must also be loving and affectionate and sensitive to Henry’s need to identify with him and to introject aspects of the paternal personality.

The Behavioral Perspective

John Locke said that a human being at birth is a tabula rasa. Little Henry, too, is a blank slate. He is neither good nor bad, intelligent nor stupid, rational nor irrational. What he becomes depends upon what he learns. His “personality” will be shaped by the consequences of his behavior. He will retain those behaviors that are followed by pleasant consequences. Behaviors that are punished or not rewarded will disappear from his behavioral repertoire. Rational parents are likely to rear rational children because they will reinforce critical and insightful thinking, and criticize or ignore fallacious thinking and unsupported generalizations.

There are a few simple rules Henry’s parents should remember as they supervise the development of his personality. One rule is to reward desirable behavior and ignore or punish undesirable behavior, avoiding physical punishment except in situations where his behavior endangers his life. This rule is easy to remember but not easy to apply. Let’s suppose Henry is three years old and has brushed his own teeth. There is a six-inch ribbon of toothpaste on the sink and the mirror and walls are splattered. If a parent praises him for brushing his own teeth, they may be rewarding wastefulness and messiness. If they criticize him for wastefulness and messiness, they may be punishing his effort to brush his own teeth.

Another rule is to deliver reinforcement immediately, especially for infants and small children. If time elapses between the behavior and the consequence, the child will not make the association between them. The last rule is to be consistent. This doesn’t mean that his mother has to say “good boy” every time he says “thank you.” Henry will learn without being continually reinforced. In fact, intermittent reinforcement may make some behaviors more enduring. For example, children are sometimes rewarded for a tantrum in the grocery store to avoid parental embarrassment. The same behavior is punished or ignored at home where there is no audience. Behaviors that have been partially reinforced in this manner may persist for long periods of time, even after reinforcement has ceased completely.
The Humanistic Perspective

All human children are born with the motive to be self-actualizing, to be the best they can be and to develop their abilities to the maximum. Henry may be corrupted by society, and his quest for self-actualization may encounter barriers, but he is basically good and basically rational. Freud and his followers have used the sick and distorted personalities of their patients as a basis for generalization about human morality and human rationality.

When Henry is 20 or 30 or older, he will not be able to avoid being influenced by his own history, but the human personality is never irrevocably molded. Psychology should get rid of its preoccupation with searching for the roots of anxiety and depression in the client’s past and concentrate on the here and now and the client’s perception of reality. The questions are, “What are the barriers to this person’s self-fulfillment?” and “How can the person remove the barriers?” rather than “How did the barriers get there?”

Henry will be free to make his own choices in life. Neither primitive impulses nor past learning can be blamed for the choices we make. As he matures, he must begin to take responsibility for his own behavior. It will be his responsibility to make choices and to find meaning in his life.

Probably the most important thing in child-rearing is unconditional positive regard. This doesn’t mean that Henry’s mother should smile at him and pat him on the head when he spits his food at her. Rather, parents should criticize the behavior, not the child. “I don’t like what you did, but I like you.” Criticism of the child: “You’re stupid, messy, clumsy, selfish, bad, ugly,” shapes a negative self-perception. For some time Henry’s parents will be the most important people in his life, and his self-image will reflect their positive or negative regard.

Lecture Launcher 2.15 – Don’t Worry! I’m Self-Actualized...

Although for most people self-actualization is only a hope to be wished for or an abstract goal to pursue, a few people appear to have achieved it to a large degree. Maslow studied a group of such persons, although he never made it very clear just how he chose his sample or carried out his investigations. He did include both historical personages, such as Ludwig von Beethoven and Abraham Lincoln, and persons alive at the time of the study, including Albert Einstein and Eleanor Roosevelt. On the basis of his findings, Maslow formulated a list of 15 characteristics of self-actualized persons. Would you consider yourself “actualized” according to the following standards?

1. Self-actualized persons perceive reality more effectively than most people do and have more comfortable relations with it. That is, they live close to reality and to nature, can judge others accurately, and can tolerate ambiguity or uncertainty more easily than most people can.

2. They can accept themselves and their various characteristics with little feeling of guilt or anxiety and, at the same time, can readily accept others.

3. They show a great deal of spontaneity in both thought and behavior, although they seldom show extreme unconventionality.

4. They are problem-centered, not ego-centered, often devoting themselves to broad social problems as a mission in life.
5. They have a need for privacy and solitude at times and are capable of looking at life from a detached, objective point of view.

6. They are relatively independent of their culture and environment but do not flaunt convention just for the sake of being different.

7. They are capable of deep appreciation of the basic experiences of life, even of things they have done or seen many times before.

8. Many of them have had mystic experiences—such as having felt a deep sense of ecstasy, having felt limitless horizons opening to them, having felt very powerful and at the same time very helpless—ending with a conviction that something significant had happened.

9. They have a deep social interest and identify in a sympathetic way with people in general.

10. They are capable of very deep, satisfying interpersonal relations, usually with only a few rather than many individuals.

11. They are democratic in their attitudes toward others, showing respect for all people, regardless of race, creed, income level, etc.

12. They discriminate clearly between means and ends but often enjoy the means to their ends (“getting there”) more than impatient people.

13. They have a good sense of humor, tending to be philosophical and nonhostile in their jokes.

14. They are highly creative, each in his or her own individual way. They have “primary creativeness that comes out of the unconscious” and produces truly original, new discoveries. This shows itself in whatever field the self-actualized person has chosen.

15. They are resistant to enculturation. That is, although they fit into their culture, they are independent of it and do not blindly comply with all its demands.

With all these characteristics, self-actualized persons are particularly capable of loving and of being loved in the fullest way. Peak experiences of various kinds are characteristic of the self-actualized. These are “moments of highest happiness and fulfillment” and may come, in differing degrees of intensity, during various activities—sexual love, parental experiences, creative activity, aesthetic perceptions, appreciation of nature, or even intense athletic participation. Sounds good, and sounds fuzzy... so why not claim all the self-actualization you can?
CHAPTER 2 THEORIES OF PERSONALITY

CLASSROOM ACTIVITIES, DEMONSTRATIONS, AND EXERCISES

2.1 - The Barnum Effect Part 1
2.2 - The Three Faces of Psychology
2.3 - Mechanisms of Defense
2.4 - A Jungian Exploration of the Personal Unconscious
2.5 - The Barnum Effect Part 2
2.6 - Critique of Online Personality Tests
2.7 - Using Projective Tests in Personality Assessment
2.8 - Doodling as a Projective Technique
2.9 - The Sentence Completion Test
2.10 - Analyzing Harry and Sally
2.11 - Applying Personality Theory to TV Characters
2.12 - The View From Here: Comparing Personality Theories

Activity 2.1 - The Barnum Effect Part 1

Copy and distribute the GPT (General Personality Test), which is included as Handout Master 2.1, and ask students to record the degree to which the statements accurately portray their personalities. Then ask them to total their points, yielding a score that represents the goodness of fit of this global personality description to their unique personality.

Put a distribution of scores on the board. The scores will range from 12 to 36, with low scores indicating the best fit between the description and a student’s personality.

These “personality tests” demonstrate students’ readiness to accept such general statements as accurate descriptions of themselves. The sentences are broad and global, fit for “everyman/woman.” They are similar to the nonspecific descriptions found in horoscopes, rather than deductions from a specific theory of personality.

Activity 2.2 - The Three Faces of Psychology

Students distinguish among the three main theoretical approaches in personality theory during this activity. The student handout for this exercise is included as Handout Master 2.2.

Answers:
1. Humanist
2. Psychoanalyst
3. Humanist
4. Behaviorist
5. Psychoanalyst
6. Humanist
7. Behaviorist
8. Psychoanalyst
9. Behaviorist
10. Humanist
11. Behaviorist
12. Psychoanalyst
Activity 2.3 - Mechanisms of Defense

Students have a chance to apply their comprehension of the defense mechanisms to everyday examples. The student handout for this exercise is included as Handout Master 2.3.

Answers:

1. displacement
2. projection
3. regression
4. denial
5. repression
6. reaction formation
7. reaction formation
8. denial
9. regression
10. projection
11. displacement
12. repression
13. sublimation
14. reaction formation
15. projection
16. denial
17. repression
18. regression
19. projection
20. displacement

Activity 2.4 - A Jungian Exploration of the Personal Unconscious

Carl Jung proposed two distinct levels of the unconscious, a collective unconscious (consisting of all the memories and behavior patterns inherited from past generations) and the personal unconscious (consisting of repressed thoughts, forgotten experiences, and undeveloped ideas). Jung further argued that the personal unconscious contains clusters of emotionally important thoughts called complexes. These complexes—which can be thought of as personally disturbing collections of ideas connected by a common theme—exert a disproportionate amount of influence on our behavior because the overriding theme of the complex tends to recur throughout our lives. For example, a person with a “power” complex will spend a disproportionate amount of time on activities either directly or indirectly (symbolically) related to the issue or idea of power. Jung felt that it was crucial to identify and deal with complexes because they consumed a great deal of psychic energy and inhibited psychological growth.

To study complexes, Jung used word-association tests in which he read patients a list of words and asked them to respond with the first word that came to mind. Besides measuring response time and breathing rate, he also examined subjects’ responses for complex indicators, or factors that indicated the presence of a complex. Hergenhahn suggests that you can readily demonstrate Jung’s test and his notion of complexes by administering the following word-association test. Ask students to number a blank sheet of paper from 1 to 20, and explain to them that you will read aloud a list of 20 words. Tell them to respond as quickly as they can with the first word that comes to mind. Then, slowly read the list of 20 words presented below.

1. death  6. pity  11. unjust  16. anxiety
2. to sin  7. stupid  12. family  17. to abuse
4. pride  9. sad  2. happiness  19. pure
5. journey 10. to marry 15. lie  20. to beat

After you've read the list, allow students to score their responses by projecting an image of Handouts 2.4a and 2.4b, which contain the original word list as well as a number of complex indicators identified by Jung. Students should try to determine whether their responses show any indication of a complex, and if so, they should try to describe the content of the complex. Student volunteers can share their
interpretations, and this exercise should stimulate a discussion of the significance of complexes as well as the validity of this kind of test for identifying them.


Activity 2.5 - The Barnum Effect Part 2

One concern about some personality profiles is that individuals tend to rate them as highly accurate, even if the descriptions they provide are too general to be meaningful. This tendency is called the “Barnum Effect” or the “Forer Effect,” in honor of the psychologist Bertram R. Forer, who famously demonstrated it in a 1948 experiment. The following activity is based on Forer’s original experiment.

Explain to students that you have a colleague who is an expert in handwriting analysis, and you would like to perform an experiment to test how accurately she can predict a student’s personality based on a handwriting sample. Ask students to write their names and the phrase “The quick brown fox jumped over the lazy dog” on a sheet of paper. When they finish, collect all of the pieces of paper. (For large classes, you may want to use only a subset of students for the demonstration.) One week later, write the students’ names on copies of the personality assessment found in Handout 2.5 and distribute them in class. Tell students to read their personality analysis, but not to share it with anyone else at this time. After students have had an opportunity to read the analysis, poll the class to see how accurate, on a scale of 0 to 5, students feel their handwriting analysis was. Based on the results of Forer’s original experiment, most students will rank their analysis as highly accurate. Then have students share their analysis with a classmate near them. Students should quickly realize that everyone received the same personality description, and that their handwriting had nothing to do with it. Conclude the activity by discussing the Barnum/Forer effect and its potential for making some personality tests seem more valid than they really are. Students might also enjoy discussing how this effect might contribute to the belief in fortunetelling and astrology.


Activity 2.6 - Critique of Online Personality Tests

Many pop-psychology personality tests are found in popular magazines and also on the Internet. Ask students to search for and take two or three online personality tests, and ask students to critique such tests in a written report as follows:

1) What were the tests designed to measure?
2) What criticisms do you have of the test items?
3) What kind of personality description(s) were offered after completion of the test? Were the descriptions precise and specific or were they general?
4) What are the dangers and benefits of such online tests?

You might want to direct students to the following websites to get them started:

www.2h.com/personality-tests.html
http://similarminds.com/personality_tests.html
http://personality-testing.info/
Activity 2.7 - Using Projective Tests in Personality Assessment

Students will often have a better appreciation for projective methods of personality assessment after they have completed one themselves. Divide students into small groups (4 to 6) and distribute to each group a card from the Thematic Apperception Test (or some other ambiguous picture if the TAT is not available to you). Then, ask individual group members to write a story about the picture. After students have composed their stories, reconvene the groups and ask them to share their stories, comparing similarities and differences, and generating hypotheses to explain differences. Jane Halonen notes that this exercise helps students to understand that there are several different ways of perceiving the same stimulus and makes them more tolerant of multiple perspectives (i.e., acknowledging other perspectives as "different" rather than "wrong"). This exercise can also be used a launching point for a discussion of the validity of projective tests.


Activity 2.8 - Doodling as a Projective Technique

A different projective demonstration can be conducted by using a doodling exercise suggested by Gardner. Gardner noted that some psychologists have become interested in examining doodles as a means of understanding personality characteristics. Presumably, people will unconsciously project aspects of their personality, attitudes towards themselves, and attitudes toward the world in their doodles. Prior to discussing projective tests, distribute Handout 2.6a to your students and give them a few minutes "to doodle." After they have finished, display Gardner's analysis guidelines, which are reproduced in Handout 2.6b. Using the guidelines, have the students make a list of the personality characteristics evidenced in their doodles. Ask students the following questions: Is your personality assessment accurate? What might be some shortcomings in using doodles to assess personality? How is this method similar to and different from that of other projective tests discussed in the textbook? Be sure to caution your students not to take their results too seriously. Point out that this is not a standardized test that has been evaluated by a trained professional. Note that it is simply an activity designed to help them better understand projective assessment techniques.


Activity 2.9 - The Sentence Completion Test

Another activity described by Gardner that is effective in demonstrating projective assessment methods uses the sentence completion test. Gardner's Sentence Completion Test (1980) is reproduced in Handout 2.7. After the students have completed the test, distribute the scoring guidelines provided in Handout 2.8 and have them score their own tests. Gardner suggested having students discuss the following questions: Which items were the most difficult to complete and why? Does your score correspond to your own assessment of your level of adjustment? What are some cautions that should be
considered when interpreting the results? You could also ask the students how their responses may vary as a function of situational or dispositional factors. You should also point out that tests like these are usually administered to large numbers of people in order to develop norms to which individual scores are compared. Caution your students not to take their results too seriously since this is not a standardized test that has been evaluated by a trained professional. Note that it is simply an activity designed to help them better understand projective assessment techniques.


**Activity 2.10 - Analyzing Harry and Sally**

Students apply various concepts in personality theory to three questions. You may choose to progress through this activity as you cover course content, keeping students actively engaged in the lecture material. The student handout for this exercise is included as Handout Master 2.9.

Sample/suggested answers:

1. We should not engage in either/or thinking: both Harry and Sally are probably right, because some traits are remarkably stable over time (Harry is noticing these) whereas others can change considerably (Sally is thinking of these). Stable traits include the Big Five (extroversion/introversion, neuroticism, agreeableness, conscientiousness, and openness to experience) as well as “trait self-esteem” and certain mannerisms and gestures. But many traits are affected by experiences and situations, including state self-esteem and even some basic temperamental dispositions (e.g., sociability).

2. The best answers will not merely describe situational differences in personality; they will also demonstrate an awareness of how factors such as stress, other people’s responses, various reinforcers and punishers, and role demands can affect these differences. For example, a student might say she is sociable, talkative, and witty with friends but quiet and even shy in the classroom. She might analyze these differences in terms of comfort (she is more at ease with friends, who know her and accept her), fear of censure (which is greater in the classroom), and the presence of an authority figure (the instructor). Or a student might say he is contentious and easily angered at home, where his father often criticizes him and his mother treats him like a child, but is respectful, courteous, and cheerful at his part-time job at a pizza parlor, where his role requires a certain amount of "emotion work."

3. This item gives students practice in finding reasons for their opinions. For example, a student might prefer the biological approach because there is evidence from studies of temperament and the heritability of adult personality traits to support the approach, and because this perspective can help explain why two individuals growing up in similar environments may be quite unalike, even within the same family. A student may prefer the psychodynamic approach (Freudian or otherwise) because this perspective deals with some of the more difficult aspects of human life, including unconscious motivations, anxiety and guilt, and self-defeating actions. A student may prefer the learning approach because it is testable and it can account for the “consistency paradox.” A student may prefer the humanistic approach because it gives some insight into positive emotions and traits, and provides some guidelines for developing one’s full “potential.”

The best answers, however, will acknowledge that each perspective has its strengths and problems, and that the various approaches are not mutually exclusive.
Activity 2.11 - Applying Personality Theories to TV Characters

James Polyson suggests an engaging exercise that asks students to apply principles in personality theory to the behavior of a television character. After giving students an overview of the major personality theories, ask them to think of a potentially interesting TV character to focus on (perhaps a favorite character, or one with a particularly vivid or unique personality). After they've selected a character, they should focus on a specific episode of the TV show that features that character. Then, they should write a short (2- to 3-page) essay in which they first briefly describe the circumstances and plot of the episode, and then devote the remainder of their essay to explaining that character's behavior in terms of one of the major personality theories (i.e., psychodynamic, humanistic, trait, or cognitive social-learning). Other guidelines explain to students that (a) they can use more than one theoretical approach if they'd like, (b) that they are not restricted to characters with negative or maladaptive personalities (i.e., "healthy" characters can be interesting, too), and (c) that they should feel free to be creative and original in their application of the theory. Student papers are typically very insightful and thoughtful and tend to cover the gamut of personality theories and character types. Students react very positively to this assignment and indicate that it is a valuable learning experience—not only is it helpful in clarifying some of the more abstract constructs in many personality theories, but it also helps them to see the application of these theories to actual human behavior.


Activity 2.12 - The View From Here: Comparing Personality Theories

One of the goals of having students study various personality theories is to have them understand that both the focus of the theories and their understanding of the origins of personality vary dramatically from one theory to the next. Because of this, two personality theorists studying the same person, but applying different theories, might come to quite different conclusions. Students can have an opportunity to understand these differences more directly by actually analyzing a personality from several different points of view. One way to do this is to show a client or simulated client in a therapeutic interview. Another way to do this is to record a half-hour television show. If you do this, you should make sure that you choose a show that has at least one well-developed personality portrayed in that episode. With commercials deleted, showing a “half-hour” episode will typically take about 22 minutes of class time.

The student handout for this exercise is included as Handout Master 2.10. For this exercise, students are asked to work in groups of four or five. Each group is asked to choose a particular personality theory from the following list:

- Allport’s trait theory
- “Big Five” theory
- Biological theories
- Social-cultural learning theories
- Freud’s Structural theory
- Freud’s Psychosexual Stage theory
- Humanistic theories

Using their textbooks as resources, each group is to prepare a poster (so they can share their results with the class) that lists the key figures and key terms and concepts associated with each theory. Allow no more than 20 minutes for this phase.

Instruct students that they are now going to watch a videotape of a person whose personality they are to analyze. Instruct the students that they are to focus on the aspects of personality on which their particular
theory would focus. They should probably take notes on relevant information during the showing of the presentation. It will be difficult for students to ignore a “common sense” approach to personality analysis, so it is important to emphasize that they must focus on seeing this personality exclusively from the perspective of the personality theory on which they are working.

After you have finished showing the video, give each group 10 to 15 minutes to get their thoughts together concerning the personality analysis. They should write their key points on a poster for presentation to the class.

Students should then make their presentations to the class using their posters as visual prompts. The first part of the presentation should present the key points of the theory, without reference to the personality analysis. The second part of the presentation should be their analysis of the videotaped character’s personality according to their chosen perspective.

Points that could be expected to be included in student presentations:
1. Key figures (e.g., Freud, Jung, Kagan, etc.)
2. Key terms and concepts within each theory
3. A personality analysis—a description of how someone from a given perspective would describe personality

As you wrap up this exercise, it will be useful to briefly compare and contrast the various theories in terms of what aspects of personality they emphasize and how they explain (or don’t explain, as in the case of the trait theories) personality development.
CHAPTER 2 THEORIES OF PERSONALITY

HANDOUT MASTERS

2.1 - The Generalized Personality Test
2.2 - The Three Faces of Psychology
2.3 - Mechanisms of Defense
2.4 - A Jungian Exploration of the Personal Unconscious
2.5 - Graphological Analysis
2.6 - Doodling as a Projective Technique
2.7 - The Sentence Completion Test
2.8 - Sentence Completion Test Scoring Guidelines
2.9 - Analyzing Harry and Sally
2.10 - The View From Here: Comparing Personality Theories

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Handout Master 2.1

The GPT (General Personality Test)

Indicate the degree to which each of the following sentences reflects your true character.

1 / 2 / 3
Yes / Sometimes / Never

1 / 2 / 3 • You have a strong need for other people to like you and for them to admire you.

1 / 2 / 3 • You have a tendency to be critical of yourself.

1 / 2 / 3 • You have a great deal of “unused capacity” which you have not turned to your advantage.

1 / 2 / 3 • While you have some personality weaknesses, you are generally able to compensate for them.

1 / 2 / 3 • Your sexual adjustment has presented some problems for you.

1 / 2 / 3 • Disciplined and controlled on the outside, you tend to be worrisome and insecure inside.

1 / 2 / 3 • At times you have serious doubts as to whether you have made the right decision or done the right thing.

1 / 2 / 3 • You prefer a certain amount of change and variety, and become dissatisfied when hemmed in by restrictions and limitations.

1 / 2 / 3 • You pride yourself as being an independent thinker and do not accept others’ opinions without satisfactory proof.

1 / 2 / 3 • You have found it unwise to be too frank in revealing yourself to others.

1 / 2 / 3 • At times you are extroverted, affable, and sociable, while at other times you are introverted, wary, and reserved.

1 / 2 / 3 • Some of your aspirations tend to be pretty unrealistic.
Handout Master 2.2

Three Faces of Psychology

Imagine that three psychologists are having lunch together, and that you are eavesdropping on their conversation. There is a psychoanalyst (P), a behaviorist (B), and a humanist (H). Which of the psychologists is most likely to have made each of the following statements?

( ) 1. I think people in our profession should put more effort into trying to understand mentally healthy people and prosocial behavior.

( ) 2. Aggression is a human instinct. Society can control it to some extent, but we will never eliminate aggressive behavior.

( ) 3. Your student may be under a lot of pressure from his parents, but that is no excuse for cheating. We are responsible for what we do.

( ) 4. If you want to understand why she did it, look to the environment for clues instead of at inferred internal forces such as impulses and motives.

( ) 5. We humans are products of evolutionary forces that have preserved selfishness, pleasure-seeking, and a tendency to deceive ourselves.

( ) 6. It doesn’t seem to me that you need to dig into a person’s past in order to understand the person’s current problems and concerns.

( ) 7. There aren’t any values inherent in human nature. Values are acquired in the same way we learn to say “please” and “thank you.”

( ) 8. If we wanted to improve the character of people in our society, we would need to start when they are very young. By the time a kid is five years old, it’s probably too late.

( ) 9. You may think your choice of chili and ice cream for lunch was freely made, but your perception of free choice is an illusion. Choosing chili and ice cream is predictable from the consequences of past behavior.

( ) 10. General laws of behavior and experience that apply to all people are not very helpful if you want to understand a particular individual.

( ) 11. You say people are inherently good, and he says they are inherently pretty bad. I don’t think people are inherently either good or bad.

( ) 12. The sex drive is with us at birth. People just don’t want to believe that infants get sexual pleasure from sucking and exploring anything they get in their hands with their mouths.
**Handout Master 2.3**

**Mechanisms of Defense**

- **Repression**: Blocking a threatening idea, memory, or emotion from consciousness.
- **Projection**: Attributing one’s own unacceptable feelings and impulses to someone else.
- **Displacement**: Directing one’s emotions, especially anger, toward things, animals, or other people that are not the real object of one’s feelings.
- **Sublimation**: A special case of displacement in which the displacement of emotions serves a higher cultural or socially useful purpose, as in creation of art or inventions.
- **Reaction formation**: Transforming anxiety-producing thoughts or feelings into their opposites in consciousness.
- **Regression**: Returning to more primitive levels of behavior in defense against anxiety or frustration.
- **Denial**: Refusing to admit that something unpleasant is happening, or that a taboo emotion is being experienced. Denial blocks or distorts perception; repression blocks or distorts memory.

Identify the defense mechanism being used in the following statements.

1. After receiving a low grade on an exam, Phil slams the door as he leaves the classroom. __________
2. George feels that his younger son, Gary, is unattractive and not very smart. He accuses his wife of picking on Gary and favoring their other son. ______________
3. After Sue Ann’s baby brother was born, she began to talk baby-talk and to suck her thumb like she did when she was younger. ______________
4. Sixteen-year-old Tom had started using drugs, and the changes in his behavior made it pretty obvious, but Tom’s parents didn’t believe the school principal when she called to talk with them about the problem. ______________
5. Many people who were interred in concentration camps were unable to recall events that happened in the camp during their internment. ______________
6. Emily dresses in provocative clothes and uses suggestive language although she fears that she is unattractive and she really isn’t very interested in sex. ______________
7. Mark behaves like a stereotypical “he-man,” but he is actually anxious and insecure about his gender identity. ______________
8. Marie wears those youthful clothes and fad hairdos. She apparently can’t see that she doesn’t look 30, or even 40, anymore. ______________
9. Trixie was homesick and anxious when she moved into the dormitory and started her first year in college. She began to sleep with her old teddy bear again because it made her feel better. ______________
10. Jason frequently visits adult bookstores, explaining that he wants to see the type of perverts who buy the porno trash they sell. ____________
11. Jack has had a really hard day at the office. He is particularly angry at his boss, Carlotta, because he found out today that he had been passed over for a promotion. When Jack gets home, his wife, Joellen, asks him what he would like for dinner and he yells at her for “bothering him with stupid questions.”

12. Ms. Norton wrote a letter to her mother inviting her to spend the winter with them even though Mr. Norton objected to having his mother-in-law “picking at him” all winter. Ms. Norton gave the letter to Mr. Norton to mail and he carried it in his coat pocket for almost a month before Ms. Norton found it. He claimed that he “just forgot.”

13. Patricia has a lot of anger at the way her verbally and physically abusive father treated her during her childhood. She has never confronted him about this. However, she has written a best-selling novel in which parent-child conflict is a major theme.

14. John has a lot of unconscious hostility toward his father, but he is outwardly very affectionate toward him and tells other people that he and his father have a wonderful relationship.

15. Kay takes advantage of other people when she thinks she can get away with it. People rarely take advantage of Kay because it is her belief that others will cheat you if they can, and she makes it her business to see that they don’t get an opportunity.

16. Most people who know Jonathan know that he is gay. However, his mother stopped speaking to her best friend because the friend told her that “parents should recognize and accept homosexuality in their children.”

17. During an argument, Sally told her husband that he was sexually inadequate and probably a latent homosexual. When he mentioned this several years later, she didn’t recall ever having said such things.

18. Whenever Ann and Tim have an argument, Ann goes to her parents’ house and tearfully tells them how mean Tim is to her. Her parents comfort her and assure her that they know the problem is not the fault of “their little girl.”

19. Michael is probably the biggest gossip in the office, but he frequently accuses others of talking too much and spreading rumors.

20. After a fight with her best friend, Penelope finds herself driving too fast and cutting off other drivers.
Handout Master 2.4a  Exploring the Personal Unconscious

Original Word List

1. death  11. unjust
2. to sin  12. family
3. money  13. friend
4. pride  2. happiness
5. journey  15. lie
6. pity  16. anxiety
7. stupid  17. to abuse
8. book  18. ridicule
9. sad  19. pure
10. to marry  20. to beat

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Jungian Complex Indicators

1. displaying longer-than-average reaction time to a stimulus word
2. repeating the stimulus word back as a response
3. failing to respond at all
4. using expressive bodily reactions, such as laughing, increased breathing rate, or increased conductivity of the skin
5. stammering
6. continuing to respond to a previously used stimulus word
7. reacting meaninglessly (e.g., with made-up words)
8. reacting superficially with a word that sounds like the stimulus word (e.g., die-lie)
9. responding with more than one word
10. misunderstanding the stimulus as some other word
Handout Master 2.5  

The following personality profile for ________________________ is based upon an integrative and holistic analysis their handwriting. Based on this analysis, it his highly likely that she/he has:

• a great need for other people to like and admire them.

• a tendency to be critical of themselves.

• a great deal of unused capacity which they have not turned to their advantage.

• some personality weaknesses, but they are generally able to compensate for them.

• discipline and self-controlled outside, but tend to be worrisome and insecure inside.

• serious doubts as to whether they have made the right decision or done the right thing at times.

• a tendency to prefer a certain amount of change and variety and become dissatisfied when hemmed in by restrictions and limitations.

• a tendency to pride themselves as an independent thinker and do not accept others' statements without satisfactory proof.

• found it unwise to be too frank in revealing themselves to others. At times they are extroverted, affable, sociable, while at other times they are introverted, wary, reserved.
Handout Master 2.6a  

Doodling Exercise

Instructions: In the four boxes below you are to add to the diagrams in any way you wish. Note that in the fourth box there is no design and you are to make any design you wish in that box.
Handout Master 2.6b

Analysis Guidelines for Doodles

Psychologists have correlated certain aspects of doodles with personality characteristics as measured by various assessment techniques. They have found the following to be highly correlated:

1. Square objects denote masculinity, while round objects denote femininity.
2. Objects with sharp protrusions indicate feelings of aggression.
3. Precise dimensions, neatness, and order suggest an intense need to have order in their lives, often to the point of being obsessive-compulsive.
4. Sharpness and clarity of form indicate high intelligence.
5. Numerous circles or circular strokes indicates that the person is dependent on others, non-assertive, or effeminate.
6. People who shade doodles with crossing vertical and horizontal lines are typically obsessive personality types.
7. Multiple edges with few curving lines suggest that the person is overtly aggressive and poorly adjusted.
8. Filling in (shading) of letters, circles, etc. is associated with a person who is obsessive-compulsive, tidy, neat, or usually very controlled.
9. Houses indicate a feeling of security.
10. Animals:
   - Well-integrated and adjusted people often draw pictures of common domesticated animals such as dogs, cats, horses, etc.
   - Phobic patients tend to draw bugs, spiders, and mice.
   - Large animals are often drawn by males who feel the need to be more masculine.
11. Boats may indicate a fixation or dependency on one's mother.
12. Drawing of people with long necks are related to feelings of dependency.
13. Drawings displaying a high level of creativity and imagination usually reflect a person with creative potential.

Handout Master 2.7  
Sentence Completion Test

Instructions: Finish each of the following sentences in any way you wish. You will not hand this sheet in.

1. I secretly wish ________________________________
2. What worries me is ________________________________
3. Secretly, I need ________________________________
4. In the evening ________________________________
5. My mom ________________________________
6. I want ________________________________
7. My college courses ________________________________
8. I fear ________________________________
9. I get angry when ________________________________
10. Men ________________________________
11. Tomorrow ________________________________
12. My best friend ________________________________
13. My nerves ________________________________
14. I have fantasies about ________________________________
15. For sure ________________________________
16. Higher education ________________________________
17. Getting married ________________________________
18. If only I could ________________________________
19. My dad ________________________________
20. People ________________________________
21. I would eventually like to ________________________________
22. My dad thinks my mom ________________________________
23. I wish I could forget ________________________________
24. Many of my friends ________________________________
25. My biggest wish ________________________________
26. My best friend doesn't know ________________________________
27. I don't know why ________________________________
28. My mother and I ________________________________
29. I feel like ________________________________
30. I really hope ________________________________
31. A decade from now I ________________________________
32. My dream ________________________________
33. After I'm married ________________________________
34. Going on dates ________________________________
35. My family ________________________________
36. The thing that bothers me most about myself is ________________________________
37. When I was younger ________________________________
38. It is hard for me to ________________________________
39. The opposite sex ________________________________
40. A friend ________________________________
41. Sex ________________________________
42. Compared to my friends, I ________________________________
43. My mom thinks my dad ________________________________
44. Sometimes I ________________________________
45. I would be truly happy if ________________________________
46. My looks are ________________________________
47. Even though it is silly ________________________________
48. Women ________________________________
49. My father and I ________________________________
50. Mothers should ________________________________
Handout Master 2.8 Sentence Completion Test Scoring Guidelines

Score your completed sentences as follows:

P ☐ If your response indicates a positive, humorous, or hopeful attitude.
C ☐ If your response indicates conflict, antagonism, pessimism, emotional disturbance.
N ☐ If your response is neutral; that is, it is not clearly positive or conflictive.

The following examples show how a response might be scored:

Boys _____________________

P ☐ are friendly, are easy to get along with, are nice, are swell, are good sports, are considerate, are fun at a party, are good friends, are okay, etc.
C ☐ are a pain in the neck, get on my nerves, can't be trusted, bother me, give me a headache, think they are superior, are rude, are stupid, etc.
N ☐ are human beings, are taller than girls, are stronger than girls, are the opposite sex, are the same sex, etc.

Evaluate each of your responses and categorize it as a "P," "C," or "N" response. Record the total number of each of these types of responses below.

P =
C =
N =
-

Compute your total score by adding 50 to the number of C responses and subtract from this sum the number of P responses. Do not mark omissions if there are any.

Total Score =

INTERPRETATION

Scores can range from 0 to 100. A low score below 50 would indicate that you have a generally positive outlook on life and that you view life optimistically. A high score about 50 indicates that your outlook on life is somewhat negative and that you view life rather pessimistically.


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Handout Master 2.9

Analyzing Harry and Sally

1. Harry meets Sally after many years. “Gee, Sally,” he says, “you haven't changed a bit.” “What are you talking about?” she replies angrily. “I've changed a lot.” Who is likely to be right: Harry? Sally? Both? Neither?

2. Even when personality tests indicate that a person has a certain trait, the person’s behavior may depend greatly on the situation. Describe how your own “personality” (or, if you prefer, that of someone you know well) seems to change according to the situation, and speculate about why these changes occur.

3. Of the four approaches to personality discussed in your textbook—the biological, psychodynamic, learning, and humanist—which do you find most persuasive, and why?
Handout Master 2.10       The View from Here: Comparing Personality Theories

Step 1:  Form a small group (four or five students). Choose a particular personality theory to work on from the following list:

   - Allport’s trait theory
   - “Big Five” theory
   - Biological theories
   - Learning theories
   - Freud’s Psychosexual Stage theory
   - Humanistic theories

Step 2:  Using your textbooks as resources, your group is to prepare a poster so you can teach the class about your theory. Be sure to include the following information:

   Name the key figures (people) responsible for your theory.

   List and explain the key terms and concepts associated with your theory.

Step 3:  Watch the video presented in class. Analyze the main character according to your theory. Try to ignore “common sense” and just focus on seeing the character from the perspective of the theory on which you are working. Take notes on thoughts or behaviors of the character that relate to your theory.

Step 4:  Meet briefly with your group to summarize the main points of your personality analysis of the character on the videotape. Write the key points of your analysis on a poster. Prepare to make your presentation of the theory and your personality analysis to the class.

Step 5:  Present your personality theory and your personality analysis of the videotaped character to the class, using your posters as visual prompts. The first part of your presentation should present the key points of the theory, without reference to the personality analysis. The second part of the presentation should be your analysis of the videotaped character’s personality according to your chosen perspective.
CHAPTER 2 THEORIES OF PERSONALITY

▼MyPsychLab VIDEO SERIES

The MyPsychLab Video Series features over 100 original videos covering the most recent research, science, and applications across the general psychology curriculum, and utilizing the latest in film and animation technology. Each 4-6 minute video clip has automatically graded assessment questions tied to it.


Chapter 2 Video Content available:

Video: The Big Picture: What is Personality? (3:57)
Watch a series of interviews to see how comfortable people are with sharing different aspects of their personalities.

Video: The Basics: Personality Theories (4:35)
Learn about the four main personality theories, their theorists, and how they compare.

Video: Special Topics: The Plastic Brain Twins and Personality (6:34)
See how the two types of twins are formed at conception and how research on twins is helping us understand how genes and the environment influence individual development.

Video: Thinking Like a Psychologist: Measuring Personality (6:30)
Learn the criteria for a valid personality test and characteristics of the MMPI-2, the TAT, and the Rorschach.

Video: In the Real World: Putting Popular Personality Assessments to the Test (5:04)
Take a closer look at the Big Five model and discuss why this personality test is considered scientifically valid, and how it could be useful finding a mate.

Video: What’s In It For Me? Psychological Resilience (4:08)
Discover the meaning of self-efficacy and psychological resilience and how psychologically resilient people react to negative situations.

Additional MyPsychLab Video and Animation Resources

MyPsychLab contains a wealth of additional content applicable to this chapter. Suggested videos and animations are listed below. Visit www.MyPsychLab.com, to explore this content.

Video: The Big Picture: What Is Personality

Animation: Psychodynamic, Behavioral, Trait and Type, Humanistic, and Cognitive Approaches

Animation: The Id, Ego, and Superego

Animation: Defense Mechanisms
Animation: Freud’s Five Psychosexual Stages

Video: In the Real World: Putting Popular Personality Assessments to the Test

Video: Thinking Like a Psychologist: Measuring Personality

Animation: Closer Look Simulation: Personality

Animation: Personality Assessment

Video: Hey Tom Widiger! Could You Say a Little More About the Five Factor Model?

Video: Classic Clip: Gordon Allport Discusses Personality Traits

Video: Discover Me: Match Personalities to Careers

Animation: The Five Factor Model

Animation: The Biology of Personality

Video: Special Topics: Twins and Personality

Video: Twins Separated at Birth

Video: Personality Not Set in Stone

Animation: Mischel’s Theory of Personality

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MyPsychLab VISUAL BRAIN

The VISUAL BRAIN is an interactive virtual brain designed to help students better understand neuroanatomy, physiology, and human behavior. Thirteen virtual brain modules bring to life many of the most difficult topics typically covered in the introductory course. This hands-on experience engages students and helps make course content and terminology relevant. Modules relevant to the current chapter are highlighted in bold below.


Select among these modules:

- Brain Damage and Neuroplasticity
- Control of Movement
- Drug Addiction
- Hunger and Eating
- Lateralization and Language
- Learning and Memory
- Nervous System
- Neural Conduction
- Perception
- Psychiatric Disorders
- Sleep and Waking
- Stress and Health
- Visual System

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MyPsychLab SIMULATIONS

MYPSYCHLAB SIMULATIONS allow students to participate in online simulations of virtual versions of classic psychology experiments, surveys, and research-based inventories, helping to reinforce what they are learning in class and from their textbook.


Chapter 2 Simulations Content available:

Simulation: IPIP-NEO Personality Inventory
Answer selected questions from the IPIP-NEO inventory to measure your Big Five personality traits.

Survey: What Has Shaped Your Personality?
Participate in a survey to discover what types of events and factors have shaped your personality.

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CHAPTER 2  THEORIES OF PERSONALITY

▼WRITING SPACE featuring auto-feedback WRITING PRACTICE

WRITING SPACE helps students master concepts and develop critical thinking through writing. WRITING SPACE provides a single place within your MyLab to create and track your writing assignments, access writing resources, and exchange meaningful, personalized feedback quickly and easily. Plus, WRITING SPACE has integrated access to Turnitin, the global leader in plagiarism prevention.

Access www.MyPsychLab.com, and select “Writing Space” from the left-hand navigation bar.

Auto-feedback Writing Practice accessible from Writing Space

WRITING PRACTICE prompts within WRITING SPACE offer immediate automated feedback. Each student submission receives detailed feedback based on the following traits: Development of Ideas, Organization, Conventions, Voice, Focus and Coherence. Instructors can provide additional feedback and can adjust the auto-generated grade.

As of Fall 2013, there are 20 prompts available within WRITING SPACE, at least one per chapter topic. As of Fall 2014, there will be 8 additional prompts available. These prompts are not customizable as the system is trained to provide auto-feedback based on the prompts and rubrics as they are written.

WRITING PRACTICE SAMPLE 2.1

Describe the four major theories of personality (psychodynamic, trait or five-factor model, humanistic, and social-cognitive) and identify advantages and disadvantages of each theory.

Instructor-Created Writing Assignments accessible from Writing Space:

Instructors can create their own writing prompts and grading rubrics, or copy and paste from a library of sample prompts and rubrics available within this Instructor Manual. Instructors can provide personalized feedback and grades to students.

INSTRUCTOR-CREATED SAMPLE 2.1

Consult two or three books or websites designed to help parents identify and understand their child’s personality. What emphasis do they place on genetic factors, shared environmental factors, and nonshared environmental factors in shaping personality? To what extent are their claims consistent with evidence from behavior-genetic studies? Have they considered alternative explanations and avoided confusing correlation with causation? Explain.

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