

Chapter 11 - Personality Theory

What personality theories try to do

1. organize facts you know about yourself
2. explain the difference between people
3. explore how people conduct their lives
4. determine how life can be improved

Nov 14-8:21 AM

Schools of Psychology

Nov 14-8:22 AM

Psychoanalysis

Freud
Jung
Adler
Erickson
Horney

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Developmental

Locke
Piaget

Jan 23-11:13 AM

Humanistic Psychology

Maslow
Rogers

Nov 14-8:22 AM

Behaviorism

Skinner
Watson

Nov 14-8:23 AM

Cognitive Behavioral Psychology
 Albert Ellis

Social Learning
 Bandura

Nov 14-8:23 AM

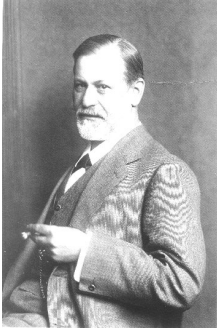
Trait theorists
 Allport
 Cattell
 Hans Eysenck

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Psychoanalysis

Nov 14-8:24 AM

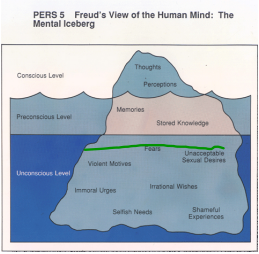

Sigmund Freud - Psychosexuality and the unconscious



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Unconscious - part of the mind we are unaware of but that influences conscious processes and behaviors

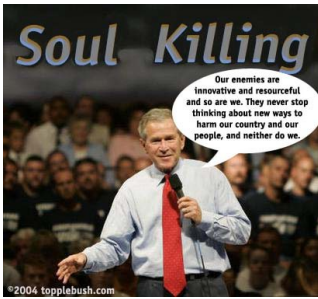

Freudian Slips - say one thing and mean another

Why you should always stick to the script.

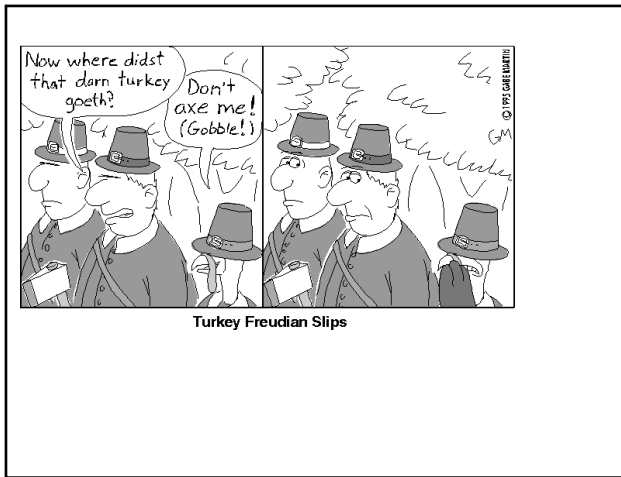
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Soul Killing

"No you can't touch it
 You already broke yours off!"

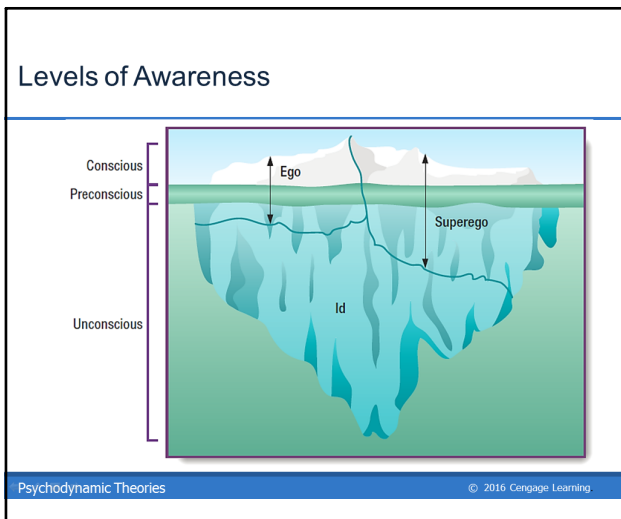
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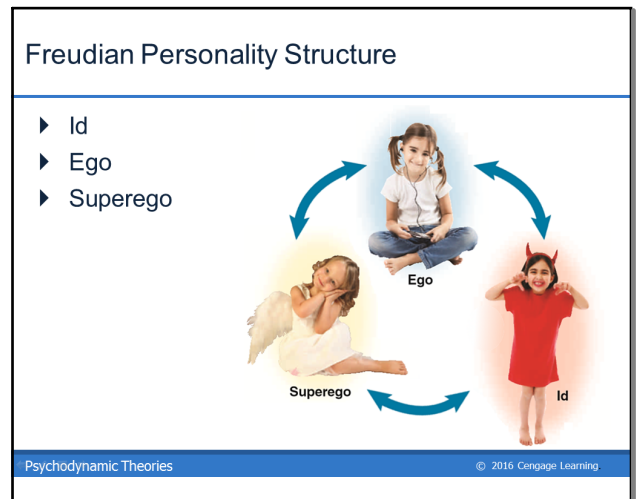
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Motivated by 2 drives
 life drive: pleasure seeking
 death drive: aggressive and destructive

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Dec 22-8:39 AM



Dec 22-8:39 AM

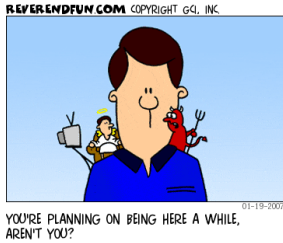
Id - instinctual urges, lust, immediate gratification regardless of consequences (wants)
pleasure principle - if no restraints, it would satisfy all of its needs

Nov 14-12:37 PM

Superego - Moral part with high ideals/values
morality principle - if engage in behavior that the superego considers inappropriate, feelings of guilt develop (shoulds)

Nov 14-12:39 PM

Ego - contains our conscious perceptions that develop with maturity, reality based
reality principle - confining the needs of the id with the reactions of the real world (cans)



Nov 14-12:38 PM

Defense mechanisms - protects the ego from failure

Nov 14-12:39 PM

1. displacement - ego unconsciously shifts the wish to another object.
 energy is displaced from one object to another
 ex. want to hit mother, go hit brother



Nov 14-12:39 PM

2. Displacement

Displacement is another defense which involves the redirecting of feelings and impulses from the original source to another object, person or situation. An



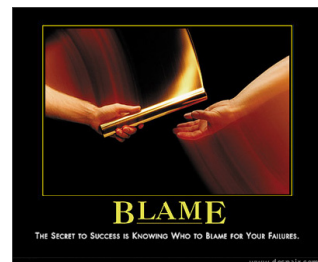
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2. reaction formation - replace an unacceptable feeling or urge with the opposite
 ex. self-conscious about looks acts like queen
 ex. pregnant at 15 - buy the kid everything
 ex. laugh when embarrassed



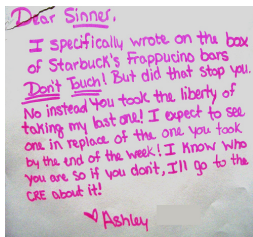
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3. Projection - inner feelings are projected onto someone else
 ex. If I am unhappy I may make the class unhappy
 ex. guilt



Jan 5-1:50 PM

4. Regression - going back to a less mature pattern
ex. temper tantrum



Jan 5-1:55 PM

5. Denial - falsification of reality
ex. drinking problem



Jan 5-1:58 PM

6. Reversal - turn the situation around
ex. I beat you because you make me mad

Jan 5-2:01 PM

7. Isolation - don't bother reshaping emotions, just disconnect from them
ex. father dies and you say "he died, I don't care"

Jan 5-2:03 PM

8. Rationalization - over think the problem to justify your actions
ex. I didn't know her so I didn't help

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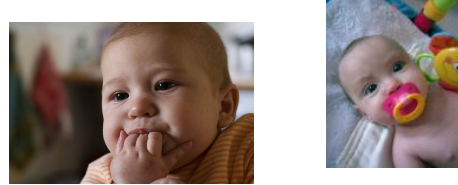
9. Sublimation - channels the energy into some useful activity
ex. you are mad so you write a poem

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10. repression - person has thoughts that cause too much anxiety that they push the thought into the unconscious
ex. Rape victim

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Psychosexual Development
1. oral (0-18 months)
pleasure comes from sucking



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2. anal (18 months -36 months)
pleasure comes from holding/pushing feces
ABOUT CONTROL!!!
ex. frustration occurs when loose freedom during potty training



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3. Phallic (3-6 years)
develop unconscious sexual thoughts for opposite sex parent

Oedipus Complex (boys)
castration anxiety - fear father know of desire for mother and become afraid of castration

Electra Complex (girls)
penis envy - women learn they don't have a penis and begin to feel inadequate



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Phallic continued

Identification process - try to become like same sex parent (rival parent)
gender identity



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4. Latency (6 years - puberty)
sexual repression - desires for opposite sex are pushed aside



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5. Genital (puberty into adulthood)
sexual interests are mature
most choose sexual intercourse for gratification



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Freudian Psychosexual Development

| Psychosexual Age | Approximate Zone | Erogenous Zone | Source of Sexual Pleasure | Source of Conflict |
|------------------|--------------------------|--|---|-------------------------------|
| Oral | Birth to 12 to 18 months | Oral cavity | Sucking, biting, and mouthing | Weaning |
| Anal | 18 months to 3 years | Anal region | Retention and release of bodily waste | Toilet training |
| Phallic | 3 to 6 years | Penis in boys; clitoris in girls | Masturbation | Masturbation; Oedipus complex |
| Latency | 6 years to puberty | None | None (focus on play and school activities) | None |
| Genital | Puberty to adulthood | Genitals (penis in men; vagina in women) | Return of sexual interests expressed in mature sexual relationships | None |

Psychodynamic Theories

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Fixation - when a person gets "stuck" in a stage for life

1. oral - smoke, drink, eat, talk a lot, bite nails
2. anal retentive - cheap, stingy, neat
anal expulsive - messy and disorganized
3. phallic - masturbation and unhealthy sexual attitudes
4. latency - homosexuality

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Neo-Freudians: Carl Jung

- ▶ Personal and collective unconscious
- ▶ Individual differences
- ▶ Archetypes



Psychodynamic Theories

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Carl Jung

disagreed with Freud's emphasis on sex and the ID

Personal unconscious - same as Freud

Collective unconscious - human genetic heritage common to all people
ex. protect their young

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Jung Continued

Archetypes - universal thoughts studied through dreams, folk stories, myths, religion
ex. themes: darkness, power, death, parents

Extroversion - outgoing, energy from others
Introversion - less outgoing, energy from self

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Neo-Freudians: Alfred Adler

- ▶ Inferiority complex
- ▶ Overcompensation
- ▶ Birth order



Psychodynamic Theories

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Alfred Adler

believed humans try to overcome feelings of inferiority

1. Inferiority complex - inborn feelings of inferiority
2. Overcompensation - a person tries to cover up their inadequacy
3. Parenting - believed parents were responsible for child's feelings of self
4. Birth order

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Erik Erickson - modified Freud's stages of development

*positive **negative

1. trust vs. mistrust (0-1)
 - *child learns to trust
 - **mistrust the world based on their first year's experiences

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2 autonomy vs. doubt (1-2)

- *learns self control
- ** criticism will lead to doubt of independence

Jan 19-9:09 AM

3 initiative vs. guilt (2-5)
 *makes own decisions
 **discouragement and punishment will cause loss of initiative

4. industry vs. inferiority (5-adolescence)

- *child masters skills
- **criticism will cause inferiority

Jan 19-9:09 AM

Jan 19-9:10 AM

5. Identity vs. role confusion (adolescence)
 *know who they are
 **tries to find identity while trying to fit in

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6. Intimacy vs. isolation *l.v.*
 *has identity and can have intimacy
 ** if isolated will avoid closeness

Young Adult
20's-40's

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7. Generativity vs. stagnation
 *ready to move on as serve as an example
 **stagnation tries to hang onto past.

Middle aged

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8. Integrity vs. despair
 *look back on life with satisfaction
 **regrets

Old age
60's+

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Neo-Freudians: Karen Horney

- ▶ Emphasized the impact of a male-dominated society on women
- ▶ Male envy of pregnancy and motherhood
- ▶ Basic anxiety



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Karen Horney - broke with Freud over his male bias
 Began Feminine psychology
 Focused more on culture
 womb envy - men feel inferior to women because they are unable to have children
 male dominance as a culture effect not biological

Jan 19-9:07 AM

Horney cont.

3 ways we relate to people

1. move toward people (compliance)
2. move against people (hostility)
3. move away from people (detachment)

Lead to 3 orientations toward life

1. self-effacing solution - appeal to be loved
2. self-expansive solution - attempt at mastery
3. resignation solution - desire to be free of others

***normal people balance all of the above

Feb 17-11:41 AM

Hypercompetitiveness - desire to compete and win to believe one's worthy - huge in American culture

Horney traced the male dread of woman to the boy's fear that his genital is inadequate in relation to the mother. The threat posed by woman is not castration but humiliation; the threat is to his masculine self-regard. As he grows up, the male continues to have a deeply hidden anxiety about the size of his penis or his potency, an anxiety that has no counterpart for the female, who "performs her part by merely being" and is not obliged to go on proving her womanhood.

Feb 17-11:47 AM

Behavioral Psychology
 Behaviorism - interested in observable behavior

NEVER why

Jan 19-9:13 AM

B.F. Skinner: Radical Behaviorist
 Contingencies of reinforcement - what conditions are keeping these behaviors

- **Behaviors are the result of rewards and punishments
- **no free will

Schedules of reinforcement FR, VR, FI, VI

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Watson
 behave because earlier behaviors have been reinforced

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Cognitive Behavior Psychology

Believe behavior, emotions, thinking are all connected

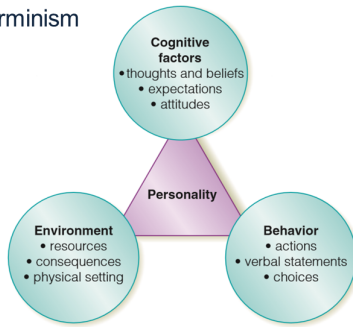
Albert Ellis
 A-B-C-D model

- A- event
- B - interpretation
- C-feelings
- D- change perceptions

Oct 16-10:54 AM

Social Cognitive Theories – Albert Bandura

- ▶ Reciprocal determinism
- ▶ Self-efficacy



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Bandura - Social Learning Theory
believe in free will

Observational learning - new behaviors are formed by watching others
**bobo doll experiment

Models- people chosen to imitate
we act and influence our environment

motivated to learn about the environment and ways to control it

Jan 19-9:14 AM

behavior = observe others and internal factors
skills - innate and physical abilities
values - worth of our behavior
goals - what we work for
expectations - what will come of our behavior
self-efficacy - beliefs about our own abilities to reach goals

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Social Cognitive Theories – Rotter

- ▶ Locus of control
 - External
 - Internal



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Developmental Psychology

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Piaget's Theory of Development

a child strive for next stage to make sense of their world

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Sensorimotor (birth-2 years)

discover world through senses and motor activities

learn to differentiate themselves from the world

object permanence - object is there even when they aren't visible

ex. can find hidden object

can't make mental representations of objects

Jan 23-11:06 AM

Preoperational

2-4 years - think in objects and symbols, not logical yet

4-7 years - acquire language, play games using pretend, intelligence is intuitive because they can't make general, logical statements

Jan 23-11:08 AM

Concrete operational (7-11 years)

understand logical principles that apply to concrete external objects

understand object remains the same despite change in appearance

sort objects into categories

understand perspective of another viewer

thing about two concepts such as longer and wider at the same time

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Formal Operational - over 11 years

think abstractly, speculate, what might be or ought to be

work in probabilities and possibilities

reason verbal or logical statements

reflect on their own thinking

Jan 23-11:20 AM

Children develop schemas - generalizations that form as people experience the world

2 processes of schemas

1. assimilation - infants take in information about new objects using existing schemas that fit the new object
ex. child sees butterfly 1st and says "birdie"
2. accommodation - children find they can't connect to a prior schema so they change the schema
ex. child has nice dog at home but comes across aggressive dog, now makes distinction good and bad dogs

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Humanistic Psychology

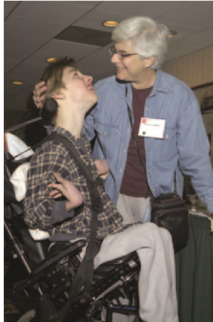
complete opposite of behaviorists

believe that internal positive factors motivate

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Humanistic Theories

- ▶ This section covers:
 - Abraham Maslow
 - Carl Rogers
 - The role of culture



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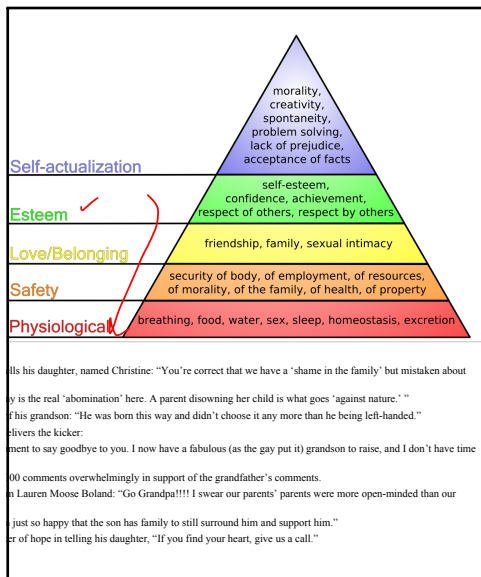
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Abraham Maslow - Hierarchy of needs
 desire to reach individual's potential
 People strive for self-actualization
 ✓ must meet lower levels first to move up the pyramid

Physical needs
 physiological
 safety

Psychological
 belongingness and love
 self-esteem

Jan 19-9:18 AM



Mar 10-7:15 AM

Carl Rogers

Organism - whole person including the body
 **struggle to improve

Self-concept - thoughts and feelings about what type of person we are

Positive regard - want people's approval

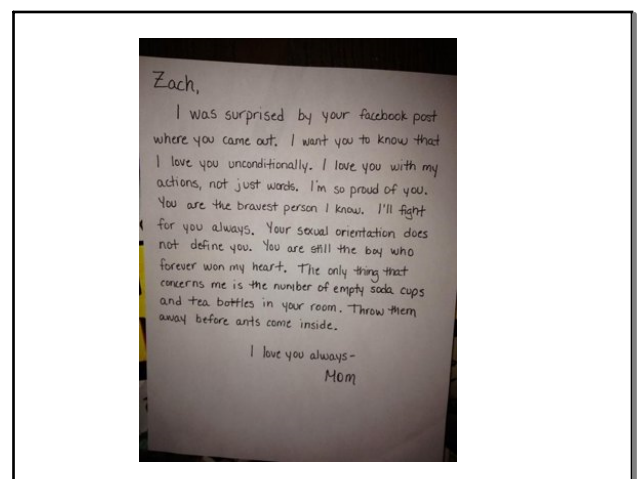
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Unconditional positive regard - people like you for who you are regardless of actions
 **suggestion to parents (unconditional love)

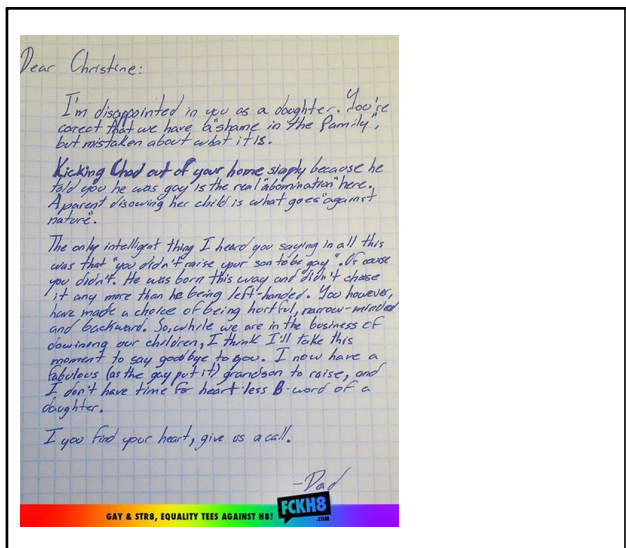
Conditions of worth - people see you as good and worthy only when you act a certain way (conditional love)

Fully functioning - organism and the self-concept are one

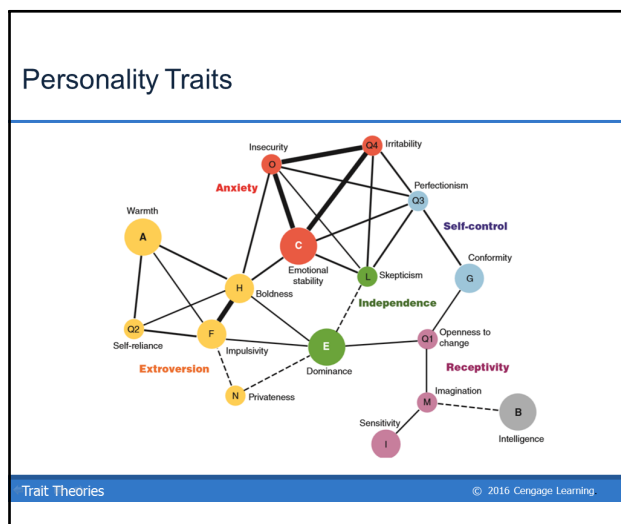
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Oct 15-12:02 PM



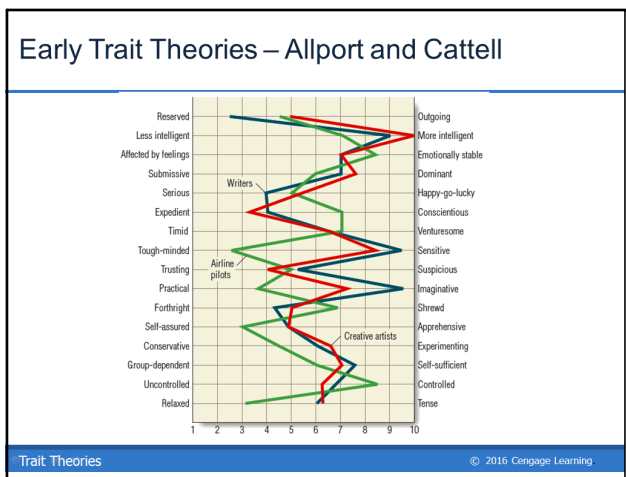
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Trait Theory
 Trait - personality characteristic that is stable over time that influence behavior

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Gordon Allport *away mostly do*
 common trait - trait shared by most people
 ex. honesty
 Cardinal trait - person exhibits in all situations
 Central Trait - person exhibits in most situations
 Secondary Trait - depends on the situation

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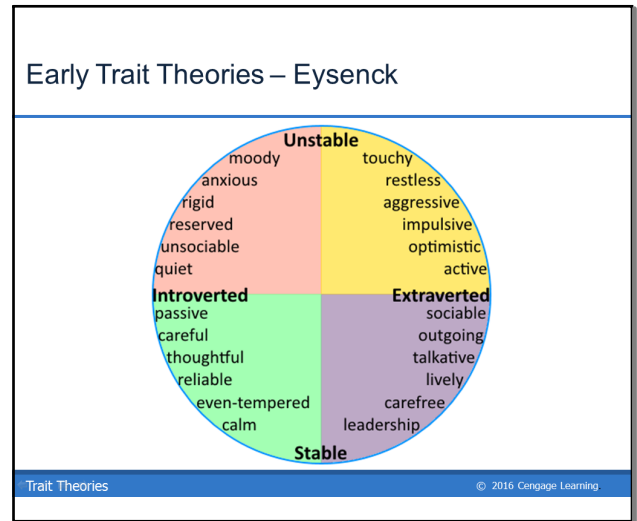
Raymond Cattell
 Surface traits - behaviors that tend to go together
 ex. shy and reserved
 Source traits - underlying causes for surface traits
 *core of personality

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Hans Eysenck
 Introversion-extroversion
 Intro - energy from themselves
 Extro - energy from others

Emotional Stability - Instability
 Stable - calm, rational, predictable
 Instable - easily agitated and unpredictable

Jan 19-9:21 AM



Dec 22-9:16 AM

Temperaments
 melancholy - gloomy
 choleric - quick tempered
 phlegmatic - calm
 Sanguine - cheerful

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