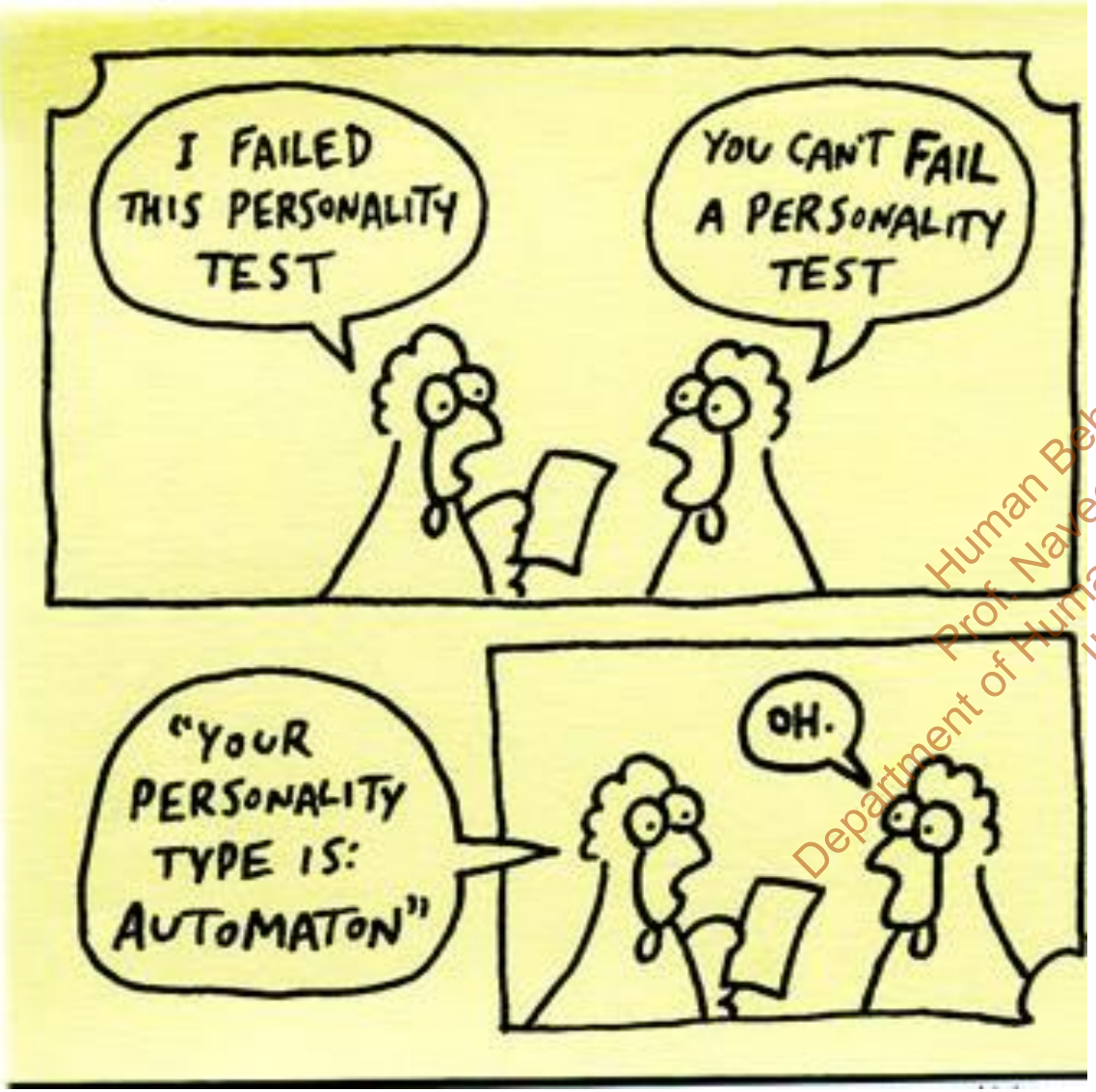
Personality

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Personality





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Personality: Definition and Existence

An individual's unique and relatively stable patterns of behavior, thoughts and feelings is termed as – *personality*

The Question whether personality is real or fictional is an age old controversy. Two school of opposing views are

a) Walter Mischel (1985) argues that people show so much variability across situations that we cant make any useful predictions about their behavior from personality. Various traits show only modest correlation with overt behavior (02 – 0.3).

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b) Personality psychologists counter the argument of Mischel by holding that people show considerable consistency in behaviors across situations. They believe even when an individual shows contrasting patterns of behavior in different situations, these actions may be *functionally equivalent* for that person. These psychologist cite that (0.2-0.3) correlations are considered high comparing to the ones between Carbon dioxide and Global Warming

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Personality: Definition and Existence

Weighing all the arguments and counter arguments personality psychologists agree that personality is indeed real and worth studying.

Even Mischel has focused on *personality styles or strategies* – individual difference in the meaning people assign to various situations and events. Mischel believes that individuals show considerable consistency in this respect, such consistency in turn becomes kind of *behavioral signature* of their personality

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The recent view believes that – *our behavior in any given situation is usually a complex function of both our personality (stable internal factors that make us unique) and situational factors in the world around us.*

This **Interactionist perspective** is the current view of personality held by most psychologist

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Theories of Personality

Freud's theory of Personality: The Psychoanalytic Approach

Dr, Prof, Nat. rer, Sigmund Freud got first inspired for this view on personality by the works of Jean-Martin Charcot and Joseph Breurer. His theory of personality has four levels: *levels of consciousness, the structure of personality, anxiety & defense mechanism and psychosocial stages of development.*

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Levels of Consciousness: Beneath the Iceberg's Tip

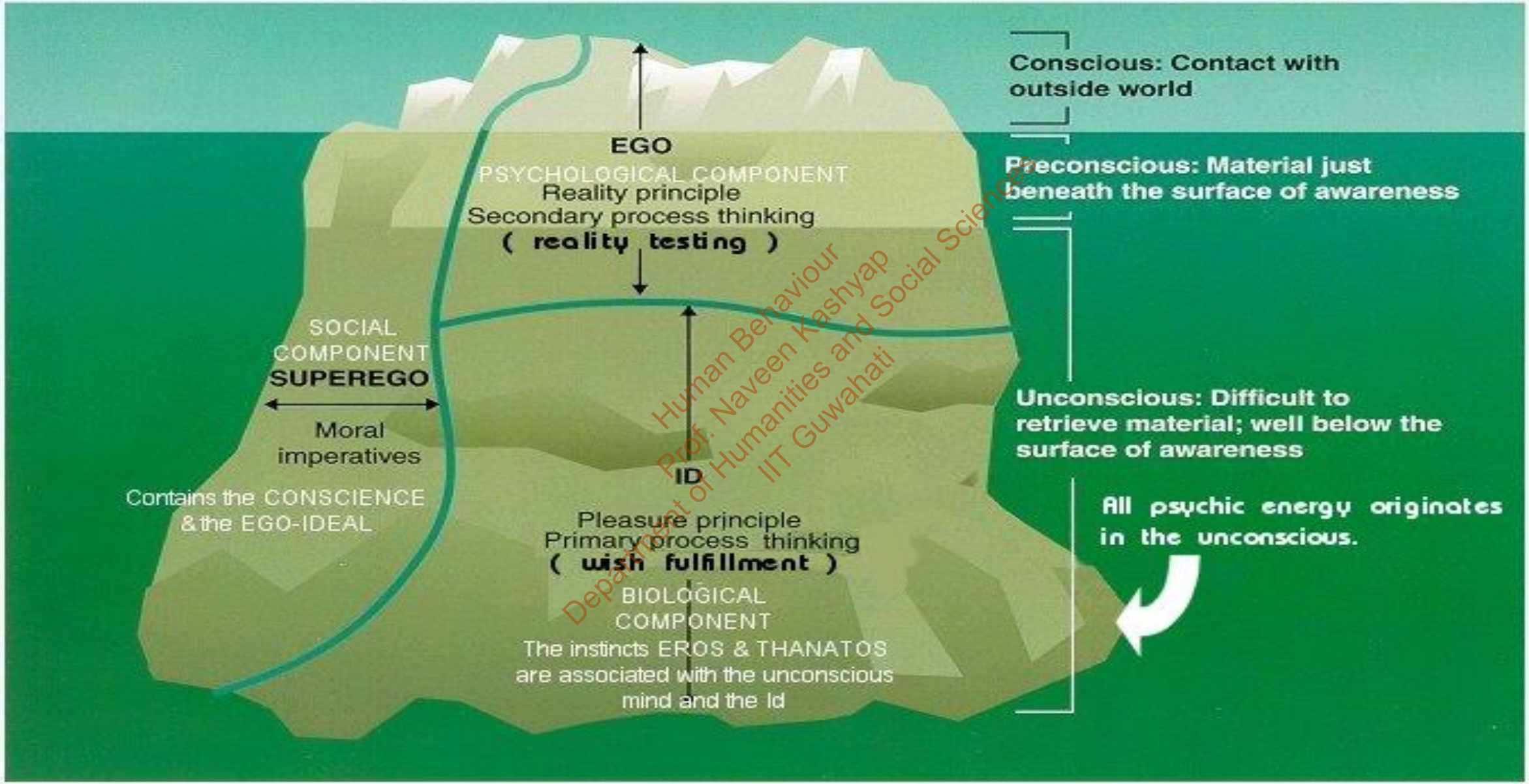
Freud was a scientist and thus believed in the concepts of thresholds in psychophysics. He believed that his psychological theories were temporary and would be soon replace by biological and neural processes. He reached the startling conclusion that most of mind lies below the surface-*below the threshold of conscious experience*.

Above this boundary is consciousness consisting of current thoughts

Beneath the conscious realm is the large preconscious containing memories that are currently not part of our current thoughts.

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Freud's model of personality structure



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Theories of Personality

- Finally, beneath the *preconscious*, and forming the bulk of the human mind, is the *unconscious thoughts, desires and impulses* of which we remain largely unaware. Freud believes that although some of the materials in *unconscious* are pre-loaded, most matter in unconscious were driven to it by the process of *repression* by the conscious mind

- *The Structure of Personality: Id, Ego and Superego*

- Freud believes that personality is a three part system corresponding roughly to *desire, reason and conscience.*

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The id

- consists of all our primitive, innate urges, including bodily needs, sexual desire and aggressive impulses.

- *Id* is totally unconscious and operates under the *pleasure principle*.

- *Id* demands immediate gratification and is not capable of considering the potential costs seeking the goal

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The *Ego*

- Task is to hold the *id* in check until conditions allow for satisfaction of its impulses

- The ego operates in accordance with the *reality principle* – it takes into account external conditions and the consequences of various actions and directs behavior so as to maximize pleasure and minimize pain

- The ego is partly conscious but not entirely so; its struggle with id is mostly outside our conscious knowledge / understanding

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The *Superego*

- The superego too seeks to control the satisfaction of id but in contrast to ego

- The superego works with *morality principle* – various ways of satisfying id impulses are right or wrong

- It is acquired though our parents and mostly unconscious

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Theories of Personality

Anxiety and Defense Mechanisms

In the eternal struggle of the Id with the Ego anxiety surfaces at the conscious as the sign of the struggle. If Id impulses get too strong for the Ego & Superego to handle the Id resorts to its last line of defense – the defense mechanisms

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Psychosexual Stages of Development

According to Freud, an innate sequence of stages through which all human beings pass and at each stage pleasure is focused on a different region of the body

- **Oral stage** – during this the pleasure is centered in the region of the mouth
- **Anal stage** – pleasure is focused primarily in the anal zone
- **Phallic stage** – pleasure is centered in the genital region.
- **Oedipus complex** – a crisis of psychosexual development in which children's must give up their sexual attraction of their opposite-sex parent.
- **Latency stage** – which follows resolution of the oedipal complex and the sexual desires are relatively week
- **Genital stage** – one in which individuals acquire the adult capacity to combine lust with affection

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Table 8.1 Some of Freud's Defense Mechanisms

Defense Mechanism	Description	Example
Repression	Unknowingly placing an unpleasant memory or thought in the unconscious	Not remembering a traumatic incident in which you witnessed a crime
Regression	Reverting back to immature behavior from an earlier stage of development	Throwing temper tantrums as an adult when you don't get your way
Displacement	Redirecting unacceptable feelings from the original source to a safer, substitute target	Taking your anger toward your boss out on your spouse or children by yelling at them and not your boss
Sublimation	Replacing socially unacceptable impulses with socially acceptable behavior	Channeling aggressive drives into playing football or inappropriate sexual desires into art
Reaction formation	Acting in exactly the opposite way to one's unacceptable impulses	Being overprotective of and lavishing attention on an unwanted child
Projection	Attributing one's own unacceptable feelings and thoughts to others and not yourself	Accusing your boyfriend of cheating on you because you have felt like cheating on him
Rationalization	Creating false excuses for one's unacceptable feelings, thoughts, or behavior	Justifying cheating on an exam by saying that everyone else cheats

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► Freud's Psychosexual Stages of Development



ORAL 0-2
Infant achieves gratification through oral activities such as feeding, thumb sucking and babbling.



ANAL 2-3
The child learns to respond to some of the demands of society (such as bowel and bladder control).



PHALLIC 3-7
The child learns to realize the differences between males and females and becomes aware of sexuality.



LATENCY 7-11
The child continues his or her development but sexual urges are relatively quiet.



GENITAL 11-Adult
The growing adolescent shakes off old dependencies and learns to deal maturely with the opposite sex.

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Theories of Personality

Critics of Freud's Psychoanalytic Theory

I. Critics have pointed out that Freud's theory is not really a scientific theory
II. Freud's findings are not consistent with modern research – dream significance
III. Freud relied on small number of case studies for his theoretical data
IV. Freud's theory has so many different concepts that they can explain virtually any pattern of behavior in an after-the-fact manner

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Other Psychoanalytic Views: Freud's disciples …… Defectors

Carl Jung – ***The collective unconscious*** – holds experiences shared by all human beings – experiences that are in a sense, part of our biological heritage.

- The collective unconscious finds expression in our minds in several ways, but among these *archetypes, - manifestations of collective unconsciousness that express themselves when our conscious mind is distracted or inactive for e.g., during sleep* – are most central to Jung's theory

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Theories of Personality

- Two special important *archetypes in Jung's* theory are known as *animus – the masculine side of females* and *anima – the feminine side of males.*

- Another aspect of Jung's theory was his suggestion that we are all *born with innate tendencies* to be primarily concerned *either with our inner selves or with the outside world.*

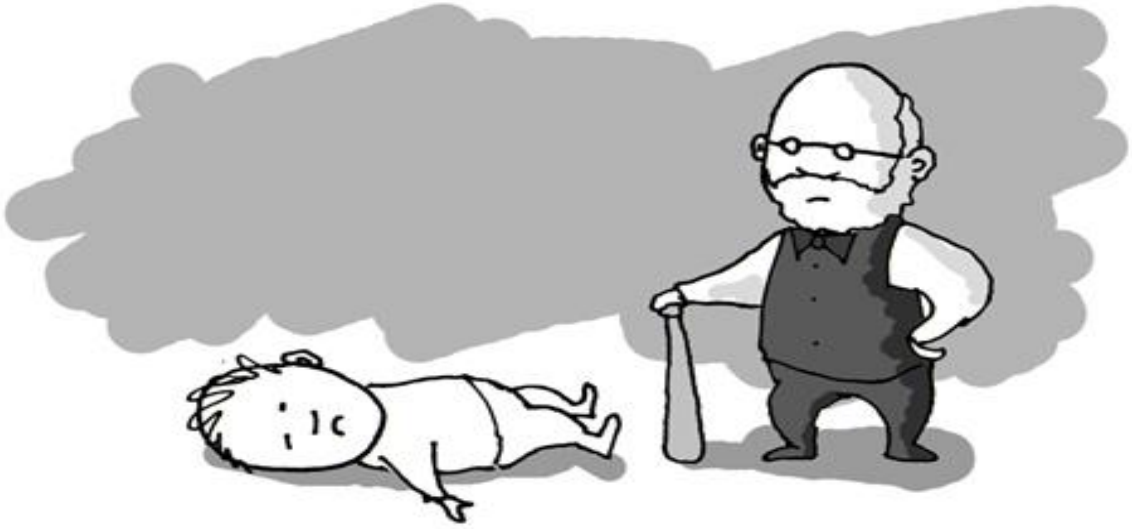
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Alfred Adler: Neo Freudian Psychoanalyst

- He emphasized the importance of feelings of inferiority, which he believed we experience as children because of our small size and physical weakness

- He viewed personality development as stemming primarily from our efforts to overcome such feelings through what he termed *striving for superiority*
- If these efforts go too far, we may develop superiority complex and become a braggart / bully.
- Adler also emphasized the role of *social factors in personality* for instance, he called attention to the importance of birth order. He believed only children are spoiled too much by parental attention, while firstborn's are "dethroned" by second child. The second born's are often competitive and realist

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Freud's theory of the unconscious mind.



Jung's theory of the collective unconscious.



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The Humanistic Approach

- ***Humanistic approach***
  - Alternative to psychoanalytic & behavioural approaches
  - Main interest is person's subjective experiences
- ***Carl Rogers***
  - Basic force motivating humans is actualising tendency – person's motivation to enhance one's self
  - ***The self***
    - Ideas/perceptions/values that characterize "me", & this perceived self influences person's perception of the world & their behavior

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The Humanistic Approach

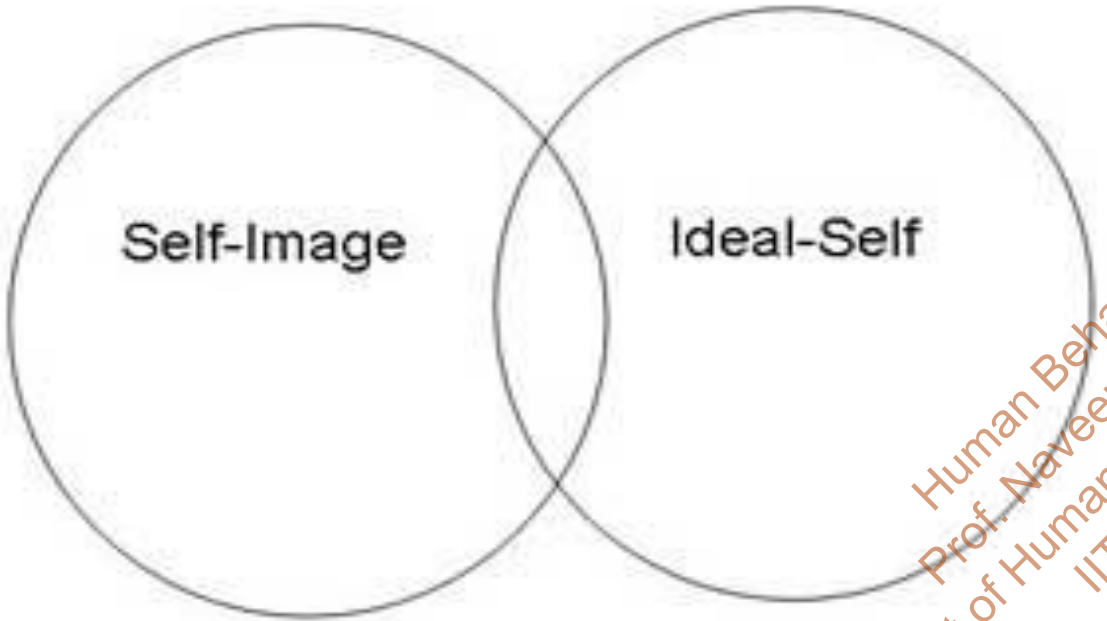
I. Discrepancy between self & ideal self – results in anxiety

II. Children need to grow up with *unconditional positive regard* in order to function effectively

III. Measuring real-ideal self-congruence – using Q-sort method, correlations between two sorts reveals degree of incongruence between real & ideal self – can repeat Q-sorts to assess effectiveness of therapy

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Incongruent

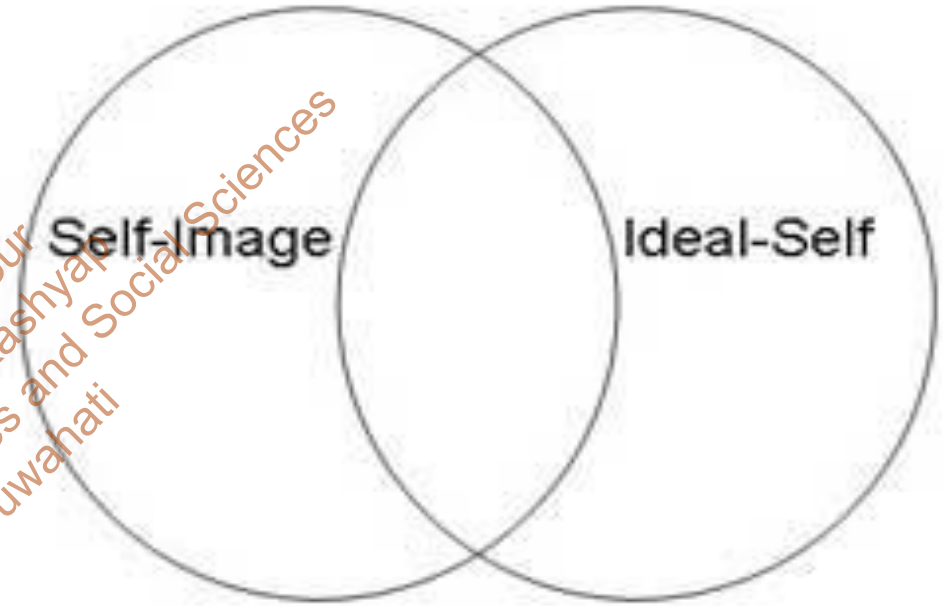


The self-image is different to the ideal self.

There is only a little overlap.

Here self-actualisation will be difficult.

Congruent



The self-image is similar to the ideal self.

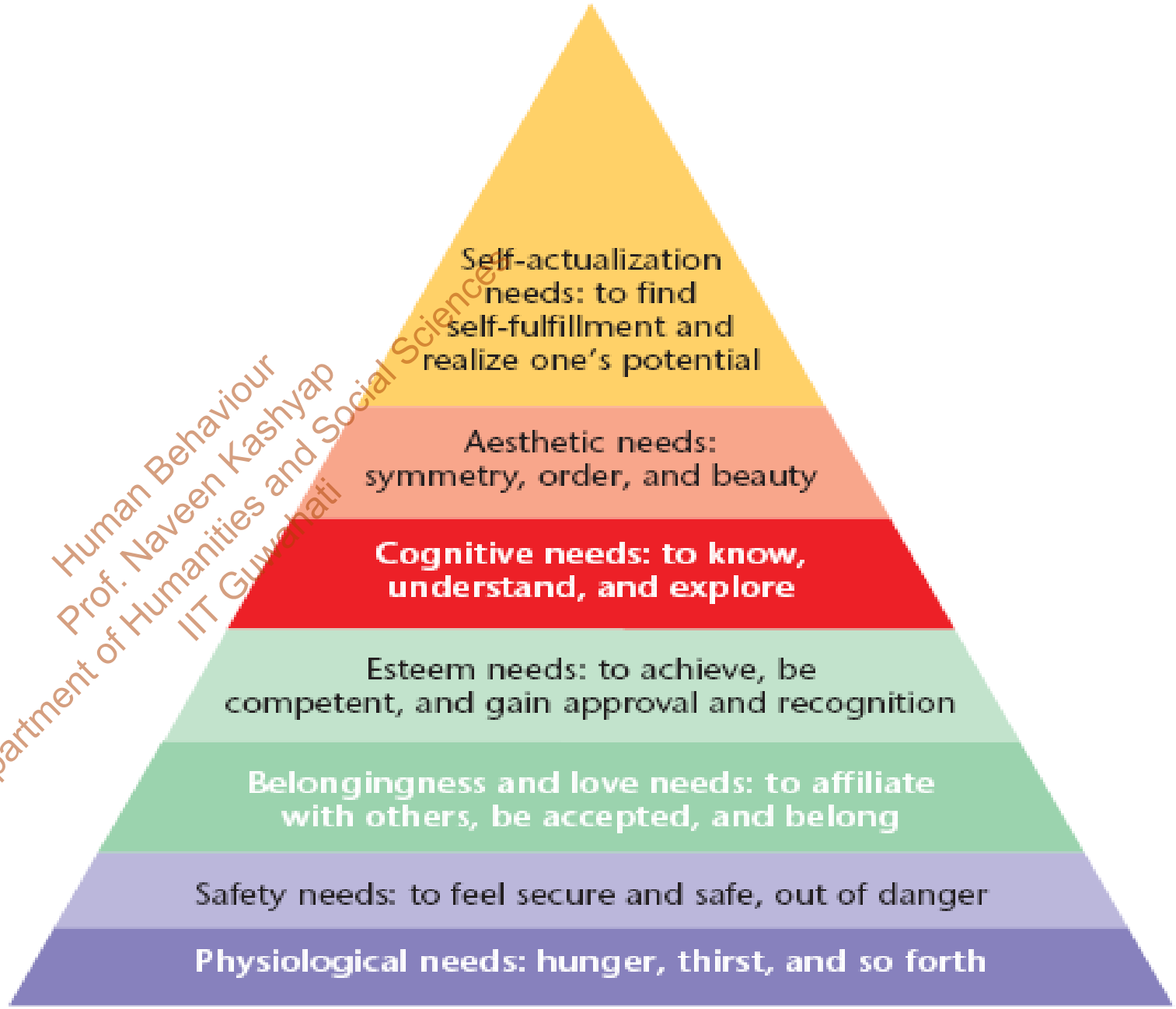
There is a more overlap.

This person can self-actualise.

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The Humanistic Approach

- Abraham Maslow
- Proposed hierarchy of needs



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The Humanistic Approach

- ***A humanistic portrait of human nature***
  - Does not dispute the influence of biology & environment on behavior but emphasises the individual's own role in defining & creating own destiny
- ***An evaluation of the humanist approach***
  - Succeeded in devising new methods for assessing self-concepts & emphasized that they study important problems
  - Critics question quality of the evidence & criticize building theories solely on relatively healthy people

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The Trait Theories

- ***Personality Traits*** – are stable dimensions of personality along which people vary, from very low to very high. This strong tendency to think about others in terms of specific characteristics is reflected in *trait theory* of personality

- ***Search for Basic Trait: Allport & Cattell***

- Allport concluded that personality traits can be divided into several categories based on their importance

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- ***Secondary Traits*** – these are least important and exert relatively weak and limited effects on behavior

- ***Central Traits*** – most important and five to ten traits that together account for uniqueness of individuals personality.

- ***Cardinal Traits*** – few people are dominated by a single all-important cardinal trait (Napoleon – ambition, Florence Nightingale – empathy)

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The Trait Theories

- Allports concept of ***functional autonomy*** – patterns of behavior that are initially acquired under one set of circumstances, and which satisfy one set of motives, may later be performed for very different reasons

- Raymond Cattell trait theory – identifies sixteen ***source traits*** – *dimensions of personality that underlie differences in many other, less important* ***surface traits****. (cool vs warm, easily upset vs calm and stable)*

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- The *"Big Five"* Factors – basic dimensions of personality

  - ***Extraversion***
  - ***Agreeableness***
  - ***Conscientiousness***
  - ***Emotional Stability***
  - ***Openness to Experience***

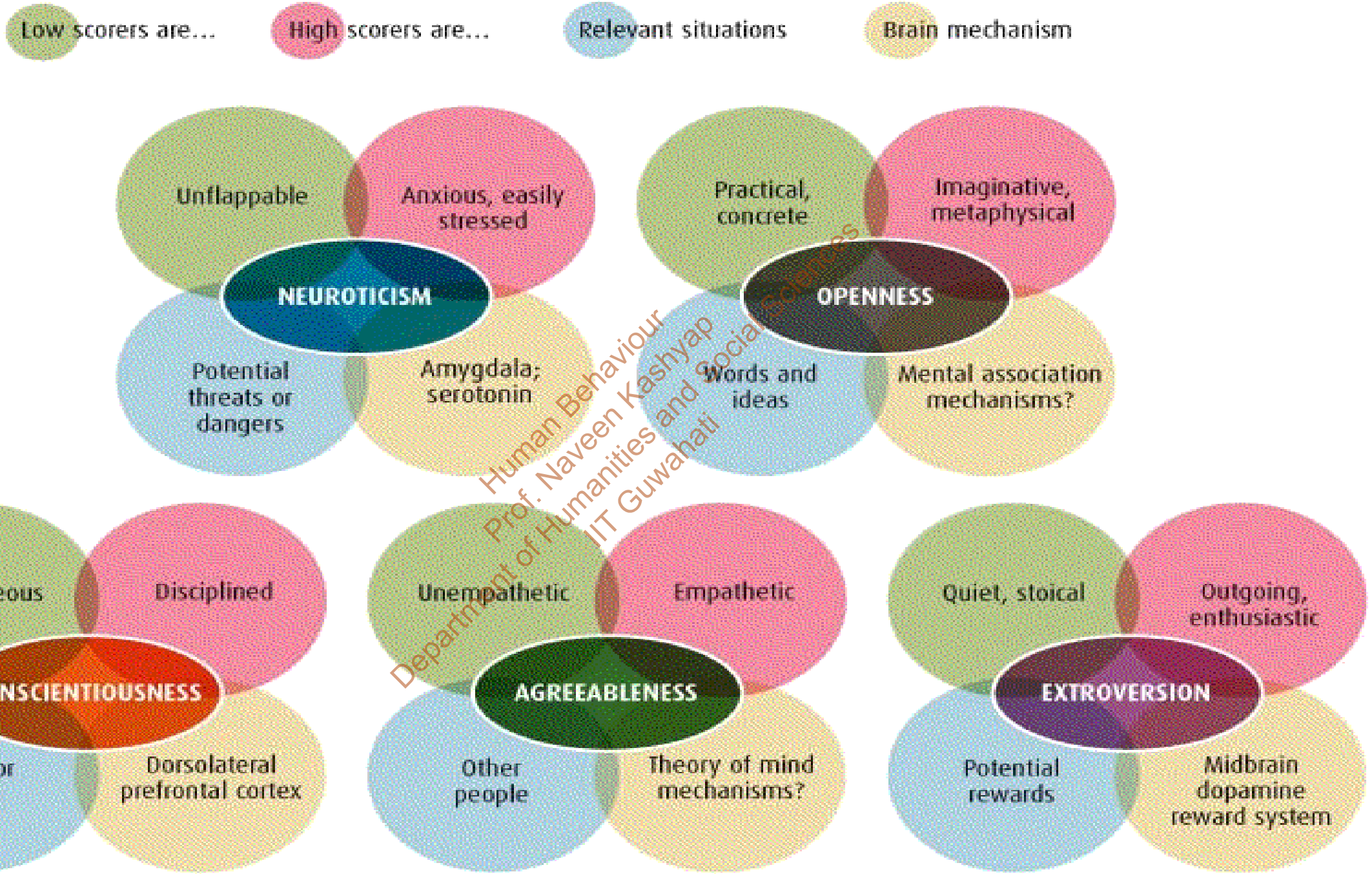
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TABLE II.

GRADES FOR DIFFERENT TRAITS ASSIGNED TO FIVE MEN OF SCIENCE.

	A.	*P. E.*	B.	*P. E.*	C.	*P. E.*	D.	*P. E.*	E.	*P. E.*	Av.	Av.
Physical health	63	*6*	55	*4*	26	*6*	90	*3*	12	*4*	49.2	4.6
Mental balance	84	*3*	79	*3*	32	*6*	45	*6*	20	*4*	52	4.4
Intellect	90	*3*	57	*4*	79	*3*	38	*6*	49	*3*	62.6	3.8
Emotions	13	*5*	26	*4*	24	*5*	26	*4*	55	*6*	28.8	4.8
Will	90	*4*	45	*3*	49	*4*	63	*3*	2	*3*	49.8	3.4
Quickness	87	*3*	57	*3*	99	*1*	9	*6*	33	*5*	57	3.6
Intensity	82	*2*	25	*4*	76	*3*	57	*5*	8	*3*	49	3.4
Breadth	93	*3*	74	*4*	38	*6*	63	*3*	68	*4*	67.2	4
Energy	98	*1*	32	*4*	90	*3*	77	*3*	3	*4*	60	3
Judgment	96	*2*	70	*4*	30	*3*	30	*5*	15	*6*	48.2	4
Originality	82	*3*	17	*3*	84	*4*	66	*4*	8	*5*	51.4	3.8
Perseverance	96	*2*	30	*4*	54	*5*	87	*3*	1	*1*	53.6	3
Reasonableness	67	*5*	93	*2*	20	*4*	38	*6*	20	*6*	47.6	4.6
Clearness	90	*3*	74	*4*	72	*4*	17	*4*	45	*6*	59.6	4.2
Independence	94	*4*	57	*3*	72	*4*	52	*5*	5	*5*	56	4.2
Cooperativeness	63	*4*	49	*4*	19	*4*	38	*7*	10	*6*	35.8	5
Unselfishness	38	*4*	67	*3*	10	*4*	45	*6*	17	*6*	35.4	4.6
Kindliness	45	*7*	82	*2*	10	*4*	54	*6*	48	*5*	47.8	4 8
Cheerfulness	48	*5*	77	*4*	34	*5*	34	*7*	26	*5*	43.8	5.2
Refinement	52	*4*	72	*4*	8	*3*	4	*3*	63	*4*	39.8	3.6
Integrity	96	*2*	87	*2*	38	*6*	76	*4*	38	*7*	67	4.2
Courage	95	*3*	52	*3*	51	*5*	45	*5*	12	*4*	51	4
Efficiency	100	*1*	57	*3*	74	*3*	34	*4*	4	*4*	53.8	3
Leadership	87	*2*	20	*3*	17	*4*	6	*4*	6	*5*	27.2	3.6
	77	*3.3*	56.4	*3.3*	46	*4.1*	45.5	*4.6*	23.6	*4.6*	49.7	4

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The Trait Theories

- ***Evaluation of Trait Theory***

  - Trait theory approach is largely **descriptive** in nature (it does not determine how various traits develop, how they influence behavior and why they are important)

  - Despite several decades of careful research there is still no final agreement concerning the traits that are most important and most basic

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The Learning Theories

- Any personality theory has to account for the ***uniqueness and consistency*** of human behavior. Freud explained it in terms of ***internal factors*** where as learning theory explains them in terms of ***learning and experience.***

- Early learning theories took extreme views and denied the importance of ***any internal factors (motives, traits etc.),*** recent theories take account of many aspects of cognition in shaping personality

- Uniqueness, the learning approach contends, reflects our distinctive life experiences. Consistency is explained by the persistence of responses, association and habits acquired through learning

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The Learning Theories

Social Cognition Theory – Modern view of Personality

- Places great emphasis of *self system* – the cognitive process by which a person perceives, evaluates, and regulates his or her own behavior so that it is appropriate in a given situation

- People generally don't just respond to reinforcements but also engage in *self – reinforcement* patting themselves on their back when they achieve a goal

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The Learning Theories

Observational learning is another important factors, which plays role in wide range of human activities. In essence any time humans observe others they can learn from this experience which in turn shapes their own behavior

Another important concept of this theory is *self – efficacy* – an individuals belief that he/she can perform some behavior or task successfully.

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The Learning Theories

Julian Rotter – s*ocial learning theory* – suggests that the likelihood that a given behavior will occur in a specific situations depends on individual's *expectancies* concerning the outcomes the behavior will produce and on the *reinforcement value* they attach to such outcomes – the degree to which they prefer on reinforce over another.

Rotter terms persons who strongly believe that they can shape their own destinies *internals* and those who believe their outcome are largely the result of forces outside their control *externals*

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The Learning Theories

Evaluation of learning approach

Existence of Oedipus complex or attainment of self-actualization are facts with a lot of controversy. In contrast virtually all psychologist agree to the importance of learning in acquiring and modifying behaviors. Cognitive factors are equally valued in shaping behaviors and in turn determining personality

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The Learning Theories

Learning theories ignore the importance of inner conflicts and the influence of unconscious thoughts and impulses on behavior.

Early learning theories did not credit cognitive factors for their role in shaping behavior.

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Measuring Personality

- Personality inventories
  - Questionnaires that assess personality by self-report of reactions/feelings in certain situations
  - Minnesota Multiphasic Personality Inventory (MMPI)
    - Used criterion-keyed method of test construction – items selected on basis of correlation with external criterion
    - The current version contains *clinical scales and validity scales*

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- Clinical scales related to various forms of psychological disorders
- Validity scales are designed to determine whether or to what extent people are trying to fake their answers.

Millon Clinical Multiaxial Inventory (MCMI)

Items here are closed to MMPI's clinical scale

NEO Personality Inventory (NEO-PI)

Measure aspects of personality that are not directly linked to psychological disorders

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Table 1
MMPI–2 Scale Scores for Two American Indian Tribes

Scale	Plains tribe *M*	Plains tribe *SD*	Southwestern tribe *M*	Southwestern tribe *SD*	*d*
Basic validity and clinical scales					
Lie	58.77	12.20	58.92	12.15	−.01
Frequency	58.16	15.43	60.87	15.83	−.17
Correction	46.29	10.09	46.31	10.09	−.00
1 (Hypochondriasis)	55.41	12.20	54.81	11.36	.05
2 (Depression)	52.52	10.54	54.22	9.96	−.17
3 (Hysteria)	46.59	11.13	47.00	10.11	−.04
4 (Psychopathic Deviate)	56.71	11.57	57.28	11.61	−.05
5 (Masculinity–Femininity)	53.31	13.61	51.18	12.49	.17
6 (Paranoia)	54.02	12.80	53.50	13.89	.04
7 (Psychasthenia)	52.70	12.20	54.31	11.70	−.14
8 (Schizophrenia)	56.08	13.99	57.82	13.08	−.14
9 (Hypomania)	57.12	12.02	56.10	11.10	.09
0 (Social Introversion)	51.72	9.05	53.37	9.31	−.18
Content scales					
Anxiety	54.31	10.93	54.57	10.67	.02
Fears	56.05	10.64	54.36	11.75	.15
Obsessions	53.23	12.82	54.38	12.00	.09
Depression	56.14	11.71	57.47	10.67	.13
Health Concerns	58.56	12.12	56.95	10.86	.14
Bizarre Mentation	56.57	12.78	58.76	11.79	.18
Anger	53.02	11.93	52.88	11.97	−.01
Cynicism	62.31	11.29	62.22	10.63	−.01
Antisocial Practices	61.17	11.83	61.85	11.43	.06
Type A	54.11	12.80	51.68	11.25	−.21
Low Self-Esteem	54.52	11.68	56.11	11.09	.14
Social Discomfort	50.62	7.75	52.10	8.50	.18
Family Problems	54.49	10.69	56.15	10.63	.16
Work Interference	54.23	11.82	55.02	11.16	.07
Negative Treatment Indicators	58.63	13.09	59.54	12.50	.07
Supplementary scales					
Welsh Anxiety	53.72	11.81	54.77	11.44	.09
Repression	49.88	9.34	51.42	9.30	.17
MacAndrew Alcoholism	61.66	10.84	59.04	10.89	−.24
Addiction Admission	60.75	14.54	60.47	13.82	−.02
Addiction Potential	43.00	12.67	43.20	10.47	.02

Note. The pooled variances were used to compute the effect sizes between the two tribes.

Table 1
Means, Standard Deviation, and Ranges for the NEO PI-R Domain and Facet Scales in the Full French RATP Sample (N = 12,631)

Scales	*M*	*SD*	Range Min	Range Max
NEO PI-R				
Neuroticism	41.71	8.40	12.24	76.18
N1 Anxiety	44.40	8.49	12.52	80.17
N2 Anger-Hostility	43.32	7.78	20.92	75.61
N3 Depression	43.87	8.46	21.10	80.29
N4 Self-Consciousness	45.66	9.20	14.22	83.86
N5 Impulsiveness	42.29	8.71	11.78	79.50
N6 Vulnerability	42.84	7.61	23.89	85.04
Extraversion	56.39	8.02	15.03	93.26
E1 Warmth	55.96	7.95	12.85	72.90
E2 Gregariousness	56.88	7.67	20.52	77.54
E3 Assertiveness	52.68	9.04	18.96	89.56
E4 Activity	55.70	9.27	16.54	84.07
E5 Excitement Seeking	50.55	9.58	10.16	81.11
E6 Positive Emotions	53.19	8.01	18.37	75.40
Openness to Experience	46.94	7.17	15.11	78.13
O1 Fantasy	42.58	8.11	12.22	74.50
O2 Aesthetics	49.17	8.18	20.36	74.59
O3 Feelings	46.77	9.39	5.04	78.06
O4 Actions	52.49	8.69	17.63	90.06
O5 Ideas	49.93	8.35	16.98	75.92
O6 Values	46.78	8.17	10.25	78.24
Agreeableness	56.44	8.66	15.72	88.11
A1 Trust	50.89	8.49	18.00	77.28
A2 Straightforwardness	54.77	8.75	15.84	73.76
A3 Altruism	57.63	8.60	0.47	75.50
A4 Compliance	56.52	8.95	20.83	81.83
A5 Modesty	51.42	9.47	9.50	77.57
A6 Tender Mindedness	54.47	9.11	3.58	78.10
Conscientiousness	60.07	7.49	16.12	86.50
C1 Competence	57.32	8.73	16.73	85.32
C2 Order	57.00	7.52	24.15	78.04
C3 Dutifulness	56.93	8.42	5.09	73.56
C4 Achievement Striving	57.74	7.14	21.90	80.59
C5 Self-Discipline	59.01	6.93	19.78	76.32
C6 Deliberation	58.01	8.30	16.68	82.20
PPM	60.32	10.06	17.07	97.76

Note. NEO PI-R = Revised NEO Personality Inventory; RATP = Régie Autonome des Transports Parisienne; Min = minimum; Max = maximum; PPM = Positive Presentation Management Scale.

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Measuring Personality

- ***Projective tests***
  - Presents ambiguous stimulus to which a person can respond as he or she wishes (resembles Freud's free association)
  - Rorschach Inkblot Test
    - 10 cards with symmetrical inkblots (5 b/w, 3 m-colour, 2 b/w/r)
    - Responses are scored as either pair of objects or reflection, or movement, colour and shading of inkblots
    - Exner (1993) system of scoring is used.

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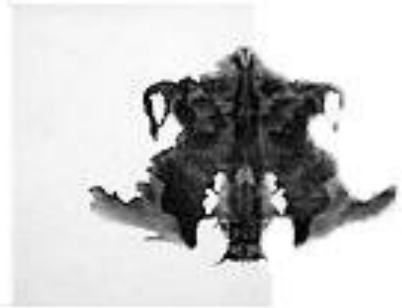
Card 1
Popular responses
bat, butterfly, moth



Card 2
Popular responses
two humans,four-legged animal,dog, elephant, bear



Card 3
Popular responses
two humans, human figures



Card 4
Popular responses
animal hide, skin, rug



Card 5
Popular responses
bat, butterfly, moth



Card 6
Popular responses
animal hide, skin, rug



Card 7
Popular responses
human heads or faces



Card 8
Popular responses
animal: not cat or dog four-legged animal



Card 9
Popular responses
human



Card 10
Popular responses
crab, lobster, spider rabbit head, caterpillars, worms, snakes

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Thematic Apperception Test (TAT)

21 cards with card number 11 blank, each card has a theme to which a story has to be narrated.

Scoring is done following Need-Press theory, Defence Mechanism Manual or Social Cognition and Object Relation

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Draw A Person Test (DAPT)

Requires to draw a person & interpretation is based on the way person is drawn


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Facial Features



Head
Trunk
Arms
Hands
Fingers
Legs
Feet
Correct No. of Fingers
Opposing Thumb
Arms Side/Active
Arms/Legs Attached
Attached Correctly
2-Dimensional Trunk
Clothing
Second Clothing

Neck
Eyes
Nose
Mouth
Hair
Ears

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Table of Contents

Measuring Personality

- Other measures of personality
  - In addition to the self-report questionnaire and projective techniques several new measures are available for measuring personality
  - ***Experience Sampling Method***
    - Electronic pages are used in this method
    - Individuals are beeped at pre-decided times and made to record their behavior
    - This method can reveal stable patterns of behavior

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Interviews

They can be of two types: Structured & Unstructured

Responses on items can reveal aspects of personality

Biological measures

PET scans and patterns of brain activity can reveal personality

Hormone levels can also predict personality

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