Theories of Personality

Schultz and Schultz, 9 ed.

Disclaimer

• I reserve the right to make “midnight before class” changes to my Power Point slides
• The slides are a framework for class lecture and discussion. They are not intended to be a complete replication of the material in the book.

The pioneers in the theory of personality

• Wilhelm Wundt, Experimental Psychologist, has the first psychology lab in 1879
• John B. Watson started the behaviorism movement in the US against the work of Wundt
  — “Personality is an accumulation of learned responses”
• Sigmund Freud, MD began his system of psychoanalysis in the 1890s
• In the 1930s, several American psychologists began the formal study of personality. Gordon Allport was the first American to study personality.
Psychological Assessment

- Standardized Tests
- Reliability
  - Test-retest method
  - Equivalent-forms method
  - Split-halves method
- Validity
  - Predictive
  - Content
  - Construct

How do we categorize personality characteristics?

- Enduring characteristics
- Unique characteristics
- Visible characteristics

Impacting Forces on Personality

- Gender
- Ethnicity
- Social
- Cultural
Gender Issues in Assessment

• Gender differences on trait measures and diagnoses.
• Women less assertive, have more emotional disorders, longer treatment, more meds.
  – Possible sources: existing differences, influences of sex roles, stereotypes, gender bias.

Ethnic Issues: Asians

• Overall: Cultural priority on common good.
  - Lower in competitiveness, assertiveness valued in U.S.
  - Higher in self-effacement in Asia.
  - Higher in self-enhancement in Canada/U.S.
  - Conception of emotional issues as physical.
  - Difficulty using American values to judge.

Ethnic Issues: Blacks

• Blacks & MMPI
  – Black men score higher on vigilance, impulsivity, cynicism; Black students in paranoia.
  – May reflect results of racism.
  – Implications for diagnosis and treatment.
Ethnic Issues: Hispanics

• Hispanic Populations
  – Scores in Hispanic population differ from norms on projective measures.
  – Cultural understanding and language needs in counseling.

Cross-Cultural Issues

• Potential problems with cross-cultural application.
  – Arab countries and discussing sex.
  – Islamic cultures and portraying humans in pictures.
  – Slang and colloquial expressions.
  – Familiarity with answer formats.

Psychological Tests

• Projectives
• Self-report/objective inventories
• Clinical interviews
• Behavioral assessment
Table 1.1 Adjective checklist

Make a check mark next to the words you believe apply to your personality.

- affectionate
- ambitious
- assertive
- beautiful
- cheerful
- cynical
- demanding
- dominant
- fearful
- forceful
- generous
- high-strung
- impatient
- insightful
- meek
- moody
- optimistic
- opinionated
- persistent
- practical
- relaxed
- sarcastic
- sensitive
- sociable
- submissive
- tolerant
- trustful
- uninhibited
- vindictive
- withdrawn

Table 1.1 (p. 4)
Adjective checklist

Table 1.2 Simulated items from the Minnesota Multiphasic Personality Inventory (MMPI)

Answer “true” or “false.”

At times I get strong cramps in my intestines.  
Sometimes there is a feeling like something is pressing in my head.  
I wish I could do over some of the things I have done.  
I used to like to do the dance in gym class.  
It distresses me that people have the wrong ideas about me.  
The things that run through my head sometimes are horrible.  
There are those out there who want to get me.  
Sometimes I think so fast I can’t keep up.  
I give up too easily when discussing things with others.
Personality Research Methods

- Idiographic vs. Nomothetic Research
- Clinical Method
  - Freud, Maslow
- Experimental Method
  - Independent, Dependent Variables, Control vs. Experimental Groups
  - Bandura
Correlational Method
Relationship between two variables
Correlation does not mean causation

What does a personality theory say about human nature?

Table 1.6 Questions about human nature

1. Free Will/Determinism: Do we consciously direct our own actions, or are they generated by other forces?
2. Nature/Nurture: Are we influenced more by heredity (nature) or by our environment (nurture)?
3. Past/Present: Is our personality fixed by early events in our lives, or can it be affected by experiences in adulthood?
4. Uniqueness/Universality: Is the personality of each human being unique, or are there broad personality patterns that exist in large numbers of persons?
5. Equilibrium/Growth: Are we motivated simply to maintain a psychological balance or state of equilibrium, or does the urge to grow and develop shape our behavior?
6. Optimism/Pessimism: Are we basically good or evil?

Sigmund Freud

The Father of it All
The Life of Freud

- Strict Father, Loving Mother
- University of Vienna - Physician
- 1884 Article Promoting Cocaine
- Studied with Charcot in Paris
  “it is always a question of the genitals – always, always, always”
- Childhood sexual abuse or neuroses

Life, continued

- Freud and wife, Martha (not a great sex life)
- Trainees included Jung and Adler
- Mouth Cancer

Instincts Motivate Behavior

Instincts are a form of physiological energy that connects the body’s needs with the mind’s wishes.
For example, the feeling of hunger leads to a wish, an instinct, to satisfy the hunger,
Unsatisfied instincts lead to tension that people are compelled to reduce.
Life vs. Death Instincts

- Oriented toward growth and development
- Libido
- Unconscious death wish
- Aggressive drive
- Late life idea of Freud’s developed from personal experience and WWI.

Personality Structure

- Id
- Ego
- Superego

According to Freud, these operate in Conscious, Preconscious, and/or Unconscious realms

Iceberg Analogy

- Id - as the unconscious, pleasure principle, no awareness of reality, demanding
- Ego - as the center of rationality, mediator, deals with the reality principle
- Superego - as the conscience, moral center, operates in the conscious and unconscious world, demanding
Chief Complaint: Anxiety

- Reality or Objective Anxiety
- Neurotic Anxiety- conflict between instinctual gratification and reality.
- Moral Anxiety- conflict between Id and Superego leads to shame and guilt.

Table 1.1 Some Freudian defense mechanisms

<table>
<thead>
<tr>
<th>Mechanism</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repression</td>
<td>Involves unconscious denial of the existence of something that causes anxiety</td>
</tr>
<tr>
<td>Denial</td>
<td>Involves denying the existence of an external threat or traumatic event</td>
</tr>
<tr>
<td>Reaction Formation</td>
<td>Involves expressing an id impulse that is the opposite of the one truly driving the person</td>
</tr>
<tr>
<td>Projection</td>
<td>Involves attributing a disturbing impulse to someone else</td>
</tr>
<tr>
<td>Regression</td>
<td>Involves rechanneling an earlier, less threatening period of life and displaying the childish and dependent behaviors characteristic of that more secure time</td>
</tr>
<tr>
<td>Rationalization</td>
<td>Involves reappraising behavior to make it more acceptable and less threatening</td>
</tr>
<tr>
<td>Displacement</td>
<td>Involves shifting id impulses from a threatening or unavailable object to a substitute object that is available</td>
</tr>
<tr>
<td>Sublimation</td>
<td>Involves altering or displacing id impulses by diverting instinctual energy into socially acceptable behaviors</td>
</tr>
</tbody>
</table>
Psychosexual Stages

Defined by erogenous zones

• Oral Stage
  – Birth to age 1 (weaning)
  – Mouth as erogenous zone
  – Dependence
  – Fixation leads to adults who excessively eat, drink, smoke, kiss
  – Excessive gratification leads to dependency, overindulgence

Oral, continued

• Oral
  – Oral sadistic occurs with teething
  – Fixation leads to pessimism, hostility, aggressiveness, sarcasm, envy
Stage 2 - Anal Stage

- Anal Stage (Ages 1-3)
  - Begins around toilet training
  - Postponement of instinct learned
  - Retention/Defecation as “weapon”
  - Fixation leads to adults who are cruel, destructive, disorderly
  - Fixation in retention leads to adults who are stubborn, stingy, rigid

Stage 3 – Phallic Stage

- Phallic stage ages 4-5
  - Genital region becomes focus of id impulses
  - Sexual fantasy and masturbation
  - Oedipus complex from Greek myth
  - Castration anxiety (repression begins)
  - Electra complex and Penis Envy
  - Phallic personality: Narcissism, Inadequacy

Stage 4 – Latency/Genital

- Lasts from Age 5 through puberty/adulthood
  - By age 5 the id, ego, and superego are solidified
  - In Latency, sexual instinct is dormant
  - Genital stage begins in puberty
  - If no major fixations, then normal adult development occurs
Genital stage, cont.

- Genital personality: satisfaction in love and work (Id sublimated)
- Did you cope with conflicts that occurred before age 5?

Freud’s Methods

- Free Association
- Catharsis
- Resistances
- Dream Analysis
- Case Study

<table>
<thead>
<tr>
<th>Table 1.3</th>
<th>Dream symbols or events and their latent psychoanalytic meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symbol</td>
<td>Interpretation</td>
</tr>
<tr>
<td>Seraphs, frontal house</td>
<td>Male body</td>
</tr>
<tr>
<td>House with ledges, balconies</td>
<td>Female body</td>
</tr>
<tr>
<td>King and queen</td>
<td>Parents</td>
</tr>
<tr>
<td>Small animals</td>
<td>Children</td>
</tr>
<tr>
<td>Children</td>
<td>Genital organs</td>
</tr>
<tr>
<td>Playing with children</td>
<td>Masturbation</td>
</tr>
<tr>
<td>Balloons, toy houses</td>
<td>Conception</td>
</tr>
<tr>
<td>Elongated objects (e.g., tree trunks, umbrellas, needles, sundae, candles)</td>
<td>Male genitals</td>
</tr>
<tr>
<td>Enclosed spaces (e.g., rooms, ovens, closets, caves, pockets)</td>
<td>Female genitals</td>
</tr>
<tr>
<td>Climbing trees or ladders, driving cars; riding horses; crossing bridges</td>
<td>Sexual intercourse</td>
</tr>
<tr>
<td>Bathe</td>
<td>Birth</td>
</tr>
<tr>
<td>Beginning a journey</td>
<td>Dying</td>
</tr>
<tr>
<td>Being naked or a crowd</td>
<td>Desire to be noticed</td>
</tr>
<tr>
<td>Flying</td>
<td>Desire to be admired</td>
</tr>
<tr>
<td>Falling</td>
<td>Desire to return to a state such as childhood where one is satisfied and protected</td>
</tr>
</tbody>
</table>
Research Support for

- Subliminal Perception
  - Free association affected by unconscious
- Ego Resiliency
  - Ability to meet life challenges impacts drug abuse
- Repressors/Non-repressors
  - Physiological arousal vs. exhibiting emotional responses
- Repressed memories of childhood sexual abuse

Questions about Human Nature

- Pessimism—condemned to struggle with inner forces.
- Ultimate goal is to reduce tension.
- Ego and superego formed through personal experience.
- Deterministic—life and death instincts drive what we do personality set by age five.
- Psychoanalysis increases free will.

Carl Gustav Jung

Analytical Psychology
The Life of Jung

- Family of clergymen
- Father weak and moody
- Mother emotionally unstable and erratic (no sexual attraction)
- One sibling 9 years younger
- Remembers dream from age 3
- Isolated childhood

Life, continued

- Studied medicine
- Studied with Bleuler
- Associated with Freud 1907-1913
- Age 38 – crucial time
- Wrote mostly for professionals

Figure 2.1
The Yin-Yang symbol illustrates the complementary sides of our nature. The dark right side represents feminine aspects (the anima archetype) and the light left side represents masculine aspects (the animus archetype). The dot of the opposite color in each portion indicates the expression of the characteristics of the opposite archetype.
Personality Development

- Childhood – parental influence
- Puberty to young adult – external focus, ego development
- Middle age (35-40) – introversion, individuation

Personality Structure

EGO

- Ego – Consciousness, perceives, thinks, feels, remembers. Selective role.
  - Psychological Types
    - Extraversion and Introversion
    - Sensing and Intuiting
    - Thinking and Feeling

<table>
<thead>
<tr>
<th>Table 2.1 Jung's psychological types</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extraverted thinking</td>
</tr>
<tr>
<td>Extraverted feeling</td>
</tr>
<tr>
<td>Extraverted sensing</td>
</tr>
<tr>
<td>Extraverted intuiting</td>
</tr>
<tr>
<td>Introverted thinking</td>
</tr>
<tr>
<td>Introverted feeling</td>
</tr>
<tr>
<td>Introverted sensing</td>
</tr>
<tr>
<td>Introverted intuiting</td>
</tr>
<tr>
<td>Logical, objective, dogmatic</td>
</tr>
<tr>
<td>Emotional, sensitive, sociable; more typical of women than men</td>
</tr>
<tr>
<td>Outgoing, pleasure-seeking, adaptable</td>
</tr>
<tr>
<td>Creative, able to motivate others and to seize opportunities</td>
</tr>
<tr>
<td>More interested in ideas than in people</td>
</tr>
<tr>
<td>Reserved, unemotional, yet capable of deep emotion</td>
</tr>
<tr>
<td>Outwardly detached, expressing themselves in aesthetic pursuits</td>
</tr>
<tr>
<td>Concerned with the unconscious more than everyday reality</td>
</tr>
</tbody>
</table>
Personality Structure
PERSONAL UNCONSCIOUS

- Like Freud’s Preconscious
- Forgotten and suppressed data
- Complexes help organize the unconscious
- Complexes can unconsciously direct behavior
- Personal and ancestral complexes

Personality Structure
COLLECTIVE UNCONSCIOUS

- Contains human and prehuman experiences
- Deepest level of the unconscious
- Experience of the species predisposes behavior and feelings
- Worldwide examples: mother figures, god figures, fear of the dark
- Jung used evidence from ancient cultures
- Jung found similar symbols in patients’ dreams

Table 2.2 Jung’s developmental stages

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Childhood</td>
<td>Ego development begins when the child distinguishes between self and others.</td>
</tr>
<tr>
<td>Puberty to young adulthood</td>
<td>Adolescents must adapt to the growing demands of reality. The focus is external, on education, career, and family. The conscious is dominant. A period of transition when the focus of the personality shifts from external to internal in an attempt to balance the unconscious with the conscious.</td>
</tr>
<tr>
<td>Middle age</td>
<td></td>
</tr>
</tbody>
</table>
Principles of use of Libido (i.e. psychic energy)

• Principle of Opposites – opposing tendencies create energy
• Principle of Equivalence – a drop in energy in one area leads to an increase in energy in another area
• Principle of Entropy – a tendency toward balance within the personality

Individuation (i.e. healthy personality)

• The state of psychological health resulting from the integration of all conscious and unconscious facets of personality
• Tendency toward individuation is innate and happens in the unconscious realm
• Happens in midlife
• Results in harmony of the personality aspects

Archetypes

• Images of the universal experiences of all humans contained in the collective unconscious
  – Hero, mother, child, God, death
  – Persona – public face
  – Animus/Anima
  – Shadow
  – Self (ideal, wholeness)
Dreams

- "Images produced in dreams are more picturesque and vivid than their waking counterparts. One of the reasons for this is that, in a dream, such concepts can express their unconscious meaning. In our conscious thoughts, we restrain ourselves within the limits of rational statements - statements that are much less colorful because we have stripped them of most of their psychic associations." Man and his Symbols, CG Jung

Jungian Dream Analysis

- More than the "royal road to the unconscious"
- Perspective, preparing for the future
- Balancing the psychic structure
- Recurring themes means interpretation happens over multiple dreams
- Amplification and free association

Assessment Techniques

- Word-association test
- Symptom Analysis
- Dream Analysis
- Myers-Briggs Type Indicator is based on his theory
- Life-history reconstruction
Freud vs. Jung

- Differing definitions of libido
- Prisoner of past events vs. shaper of own future
- Unconscious more important to Jung and “deeper” i.e. collective unconscious, prehuman experiences.

<table>
<thead>
<tr>
<th>Stimulus word</th>
<th>Normal response</th>
<th>Neurotic response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Love</td>
<td>Precious</td>
<td>Color</td>
</tr>
<tr>
<td>Tree</td>
<td>Green</td>
<td>Nature</td>
</tr>
<tr>
<td>Bread</td>
<td>Good</td>
<td>To eat</td>
</tr>
<tr>
<td>Lamp</td>
<td>Bright</td>
<td>To burn</td>
</tr>
<tr>
<td>Rich</td>
<td>Beautiful</td>
<td>Money; I don’t know</td>
</tr>
<tr>
<td>To sin</td>
<td>Much</td>
<td>This idea is totally alien to me; I do not acknowledge it</td>
</tr>
<tr>
<td>Needle</td>
<td>To pick</td>
<td>To sew</td>
</tr>
<tr>
<td>To swim</td>
<td>Healthy</td>
<td>Water</td>
</tr>
</tbody>
</table>


Freud vs. Jung

- His experience led him to believe middle age is more important than childhood
- Libido: More than Sexual Energy
- Theory less focused on sexuality
- Personally had more active sex life than Freud
- Focused on spirituality and religion
- Psyche: directs sensing, thinking, feeling, intuiting, motivation

Research

- MBTI Introversion and Extroversion: Occupational choices, genetic and environmental influences
- Dream Analysis: MBTI implications
- Individuation amongst Executives
- Midlife crisis in women

Questions About Human Nature

- Personality determined by childhood experiences and archetypes.
- Accounted for free will and spontaneity arising from the shadow archetype.
- Each individual is unique, but that fades over time.
- Optimism – We are all motivated to grow and develop.
- Warned about the dangers in Western culture.
Reflections on Jung’s Theory

Contributions

• Considerable impact on many disciplines.
• Word association inspired the development of the Rorschach and lie-detection techniques.
• Concept of complexes and introversion and extraversion are widely used.
• Recognition of cultural, social, and historical influences.
• Useful concepts for practitioners.
• Play therapy.