

SOLUTIONS MANUAL



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Invitation to Psychology mysychlab edition



FOURTH EDITION

Chapter 2

personality

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Chapter Overview

Learning Objectives

After studying this chapter, students should be able to answer the following questions:

- 1) What are the three elements that make up the structure of personality, according to Freud?
- 2) What are six common defense mechanisms in psychodynamic theory?
- 3) What are the five stages of psychosexual development, according to Freud?
- 4) What is the collective unconscious? What are archetypes?
- 5) What are three major shortcomings of psychodynamic theories?
- 6) What are the Big Five personality dimensions currently favored by personality researchers?
- 7) What are temperaments, and how are they related to personality traits?
- 8) What does heritability refer to?
- 9) What is reciprocal determinism?
- 10) What are three lines of evidence that suggest parents have a minor influence on the development of their children's personality?
- 11) What are the main differences between an individualist culture and a collectivist culture?
- 12) What are the basic tenets of humanism?
- 13) What are the major shortcomings of humanistic theories of personality?

Chapter Outline

I. DEFINING PERSONALITY

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

II. PSYCHODYNAMIC THEORIES OF PERSONALITY

A. Freud's psychoanalytic theory was the first psychodynamic theory

B. Freud's theory and the theories of his followers are called psychodynamic theories

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

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

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), reaction formation, regression, denial

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

- or
end of
- (3) *Phallic stage*--Oedipus complex emerges, sexual sensation located in penis 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
 - b. Criticisms
 - (1) Pressured patients to accept his ideas
 - (2) Ignored disconfirming evidence
 - E. Two 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. Two major archetypes are those of maleness and femaleness
 - (1) Masculine and feminine psychological qualities appear in both sexes
 - (2) *Anima* = feminine archetype in men
 - (3) *Animus* = masculine archetype in women
 - d. Perceived humans as more positively motivated than did Freud
 - e. Identified introversion-extraversion as a central personality orientation
 - 2. Object-relations school--emphasizes need for relationships
 - a. Object--a representation or complex cognitive schema about the mother that 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
 - e. Males' identity is less secure than females'
 - 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

A. Personality Inventories

- 1. Objective tests
 - a. Standardized questionnaires that require written responses
 - b. Typically include scales on which individuals rate themselves
 - c. MMPI, MPQ
- 2. Factor analysis

- a. Statistical method for analyzing intercorrelations among various measures or scores
- b. clusters of measures or scores that are strongly correlated are assumed to measure the same underlying trait or ability [i.e., factor]

B. Traits and trait theories

1. Trait--characteristic assumed to describe a person across many situations
2. Allport's trait theory--individual traits make people unique
 - a. Central traits--characteristic ways of behaving
 - b. Secondary traits--the more changeable aspects of personality
3. Cattell--studied traits using factor analysis
4. 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

IV. GENETIC INFLUENCE ON PERSONALITY

A. Puppies and personality

1. Members of other species show reliably-discerned trait-like characteristics

B. Heredity and temperament--temperaments are relatively stable, characteristic physiological dispositions that appear in infancy and have some genetic basis

1. Kagan's 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
5. Suomi found similar characteristics in reactive monkeys

C. 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

D. 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

V. ENVIRONMENTAL INFLUENCES ON PERSONALITY

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

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
2. Perceptions of control--much of human behavior is self-regulated, shaped by our thoughts, emotions, and goals
 - a. Reciprocal determinism is the interaction between aspects of the individual and aspects of the situation that shape personality
 - b. Nonshared environment refers to the unique aspects of a person's environment and experience that are not shared by family members

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
2. 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

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
 - 2. Cultures' norms and values vary
 - a. Conversational distance
 - b. Tardiness
 - (1) In monochronic cultures, people do one thing at a time; value promptness (e.g., northern Europe, Canada, United States)
 - (2) In polychronic cultures, people do several things at a time; promptness not valued (e.g., southern Europe, Middle East, South America, Africa)
- B. Culture and testosterone
 - 1. Higher rates of violence in southern United States
 - 2. Culture of honor in southern United States
- C. 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

- 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
- B. Evaluating humanist approaches
 - 1. Many assumptions cannot be tested
 - 2. Concepts are difficult to define operationally
 - 3. Add balance to psychology's view of personality

Taking Psychology with You: *How to Avoid the Barnum Effect*

People are more willing to believe flattering statements about themselves than statements that are scientifically accurate. The lack of critical reaction to unscientific personality profiles,

such as astrology and handwriting analysis, is examined, and suggestions for how to avoid being duped are provided.

Lecture Suggestions

“Personality” as a Narrative Construct

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 (1937) wrote “science seems to be embarrassed by the individual case” (p. 3) in *Personality: A psychological interpretation*, New York: Holt, Rinehart, and Winston. 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 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.

Gleitman, H. (1991). *Psychology* (3rd ed.) New York: W.W. Norton & Co.

Monte, C. (1991). *Beneath the mask: An introduction to theories of personality* (4th ed.). Fort Worth, TX: Holt, Rinehart & Winston, Inc.

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 ourselves 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

Civilization and Its Discontents summarizes Freud's 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.

Nye, R. D. (1996). *Three psychologies: Perspectives from Freud, Skinner, and Rogers* (5th ed.). Pacific Grove, CA: Brooks/Cole.

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 (see Additional Readings for reference).

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 women'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 roles. 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?

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. From 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.

Allport, G. W. (1937). *Personality: A psychological interpretation*. New York: Henry Holt.

Allport, G. W., & Odbert, H. S. (1936). Trait-names: A psycholexical study. *Psychological Monographs*, 47, No. 211.

Cloninger, S. C. (1993). *Theories of personality: Understanding persons*. Englewood Cliffs, NJ: Prentice Hall.

Additional Readings

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- Fontana, D. (2000). *Personality in the workplace*. Lewiston, NY: Macmillan Press.
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- Hogan, R. (1986). What every student should know about personality. In V. P. Makosky (ed.), *The G. Stanley Hall lecture series*. Vol. 6. Washington, DC: American Psychological Association.
- Maslow, A. H. (1987). *Motivation and personality* (3rd ed.). New York: HarperCollins.
- Pervin, L. A. (1990). *Handbook of personality: Theory and research*. New York: Pergamon Press.
- Torrey, J. W. (1987). Phases of feminist re-vision in the psychology of personality. *Teaching of Psychology*, 14, 159-160.

Activities and Demonstrations



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 2.1.

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 unlike, 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.

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. The easiest way to provide a common personality for analysis is to show a videotape of a personality. One way to do this is to show a client or simulated client in a therapeutic interview. Another way to do this is to videotape 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 2.2. 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
- McCrae and Costa’s Five Factor 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 transparency or 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 videotape. 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 videotape, give each group 10 to 15 minutes to get their thoughts together concerning the personality analysis. They should write their key points on a transparency or poster for presentation to the class.

Students should then make their presentations to the class using their transparencies or 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.



The Barnum Effect

Copy and distribute the GPT (General Personality Test), which is included as Handout Master 2.3, 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.

Discuss:

Why so many of the students perceived these general statements to be "right on target" for them.

Review the three strategies for avoiding the Barnum effect:

Beware of all-purpose descriptions that could apply to anyone

Beware of your own selective perceptions

Resist flattery



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 website to get them started:

www.2h.com/personality-tests.html

The Three Faces of Psychology

Students distinguish among the three main theoretical approaches in personality theory. The student handout for this exercise is included as Handout Master 2.4.

Answers:

- | | | |
|------------------|------------------|-------------------|
| 1. Humanist | 5. Psychoanalyst | 9. Behaviorist |
| 2. Psychoanalyst | 6. Humanist | 10. Humanist |
| 3. Humanist | 7. Behaviorist | 11. Behaviorist |
| 4. Behaviorist | 8. Psychoanalyst | 12. Psychoanalyst |

Mechanisms of Defense

Students apply their comprehension of the defense mechanisms to everyday examples. The student handout for this exercise is included as Handout Master 2.5.

Answers:

- | | |
|-----------------------|------------------------|
| 1. displacement | 11. displacement |
| 2. projection | 12. repression |
| 3. regression | 13. sublimation |
| 4. denial | 14. reaction formation |
| 5. repression | 15. projection |
| 6. reaction formation | 16. denial |

7. reaction formation
8. denial
9. regression
10. projection

17. repression
18. regression
19. projection
20. displacement

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
- McCrae and Costa's Five Factor theory
- Biological theories
- Learning theories
- Freud's Structural theory
- Freud's Psychosexual Stage theory
- Humanistic theories

Step 2: Using your textbooks as resources, your group is to prepare a transparency or 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 videotape 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 transparency or 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 transparencies or 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.

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.

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.

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. Lucy 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. _____

Multimedia

World Wide Web

Center for Application of Personality Type

<http://www.capt.org/>

Personality types are big business in business. See how typologies get applied in various contexts.

Freud Archives

<http://plaza.interport.net/nypsan/freudarc.html>

Links to Internet resources about Freud's works and writings about Freud. If you like Freud, you'll like this.

Freud Museum

<http://www.freud.org.uk/>

Got Freud? Get it here. Where else?

Gordon Allport Bibliography

<http://www.wynja.com/personality/bookstore/allport/allportbc.html>

Want to know what Gordon Allport wrote in his lifetime? Want to buy some of it? Check here.

Great Ideas in Personality

<http://www.personalityresearch.org/>

This site provides links to a variety of research programs in attachment theory, basic emotions, behavior genetics, personality disorders, the five-factor model, psychoanalysis, and much more. Start here when rewriting your personality lecture presentations.

Jung Online

<http://www.cgjung.com/cgjung/>

Resources, articles, online events, and websites related to C. G. Jung are included on this site. A good starting point for your students interested in Jung's approach to personality.

New York Psychoanalytic Institute and Society

<http://www.psychanalysis.org/>

This organization promotes the psychoanalytic perspective in the modern age.

Personality Measurement

<http://personality-project.org/perproj/readings-measurement.html>

A wealth of information on measuring personality can be found here.

Projective Techniques

<http://www.ryerson.ca/~mjoppe/ResearchProcess/841ProjectiveTechniques.htm>

A brief introduction to a variety of projective measures.

Quickest Test of Personality

<http://users.rcn.com/zang.interport/personality.html>

Try this speedy personality assessment device, just for fun (I hope!).

Films and Videos

Prentice Hall Lecture Launchers

JUNG ON ALCHEMY AND SYMBOLISM

Among the many things he believed, Carl Jung believed that the drawings and writings of alchemists were a rich source of information about symbols and the collective unconscious. Here he describes some of his views on the importance of embracing alchemy as a source of inspiration for modern psychology. Unlike many other pioneers of psychology, there is substantial video footage of Jung explaining his ideas. This clip presents a black-and-white interview with Jung on the subject of alchemy. Because his accent is somewhat thick, you might want to precede the presentation of this clip with a discussion of Jung's basic ideas, or consider transcribing parts of his interview for students to read.

Prentice Hall Video Classics

THE UNCONSCIOUS: JUNG AT HEART

Carl Jung was a neo-Freudian theorist who agreed with Freud that human behavior is influenced by the unconscious, but he disagreed with Freud on two points in particular. First, there exists not only a personal unconscious but also a collective unconscious, a kind of memory bank that stores images and ideas that humans have accumulated over the course of evolution. Because of this evolutionary history, certain common themes appear in cultural myths and legends throughout the world. Jung coined the term archetypes to refer to these universal tendencies to perceive things in a certain way. Second, Jung argued that people strive for more than just the satisfaction of biological drives. At the age of forty or so, people undergo a midlife transition and spiritual concerns become more important.

INTERVIEW WITH ERIK ERIKSON

Erikson discusses the developmental stage of intimacy versus isolation. He notes that intimacy refers not only to friendship, love, and sexuality, but also to the deeper notion of fusing one's identity with another. He argues that this is the basis for a lasting interpersonal relationship.

ALLPORT ON TRAITS

Gordon Allport is interviewed about the distinctions between primary, secondary, central, and cardinal traits. Allport discusses each in turn and notes how they help define a trait view of personality.

Prentice Hall Introductory Psychology Teaching Films

TEMPERAMENT

This observational video shows several different types of temperaments in preschool children. A commonly held idea about human nature is that people are born different from one another in their personalities and predispositions. Temperament is the label given to these individual styles of responding to the environment. Temperament is believed to be both consistent across situations as well as stable over time.

SET IN YOUR WAYS

A study analyzes five different types of personality to determine what period in a person's lifespan contributed to their personality style.

Other Sources

Freud Under Analysis (1987, 58 min, MICH). A revealing portrait of the founder of psychoanalytic theory and psychoanalysis. Traces the origin of Freud's major theories, including the unconscious, dream interpretation, and his emphasis on childhood experience.

Notable Contributors to the Psychology of Personality--Albert Bandura, Part 1 (1988, 29 min, IM). In this film Bandura discusses cognitive and social behavior modification, social learning, modeling, and aggression.

Notable Contributors to the Psychology of Personality--Albert Bandura, Part 2 (1988, 29 min, IM). In this installment Bandura describes his classic Bobo doll study, and discusses the effects

of violence in the media, morality and moral disengagement, self-efficacy, and his response to criticism of his work.

Notable Contributors to the Psychology of Personality--Discussion With Dr. Carl Jung: Introversion-Extroversion and Other Contributions (36 min, PENN). Jung discusses his differences with Freud and describes basic concepts of his theory, such as introversion-extroversion and archetypes.

Notable Contributors to the Psychology of Personality--Carl Rogers, Part 1 (50 min, PENN). Rogers discusses his views on motivation, perception, learning, and the self, as well as his development of client-centered therapy.

Notable Contributors to the Psychology of Personality--Hans Eysenck (32 min, PENN). Eysenck outlines aspects of introverted and extraverted personality types, his criticisms of psychoanalytic theory, and the advantages of a behavioral approach to personality.

Personality Theories (2001, 30 min, IM). Freudian, humanistic, and social-cognitive theories of personality take center-stage in this recent production.

Personality Traits and Assessment (2001, 30 min, IM). What more do you need to know?

Psychological Defenses, Parts 1 & 2 (45 min each, IM). Using dramatizations, Part 1 explains the levels of consciousness proposed by Freud and illustrates the defense mechanisms of repression, denial, and regression. Part 2 discusses the additional defense mechanisms of projection, rationalization, identification, displacement, reaction formation, and sublimation.

Theories of Personality (1994, 20 min, IM). Psychoanalytic, humanist, social-learning, cognitive, and trait theories of personality are presented through discussions with clinical and research psychologists.

Twin Reflections (1987, 30 min, COR/MTI). A fascinating look at current studies conducted by the University of Minnesota's renowned twin research center. Using case studies and interviews with twins, the program explains the implications of twin research for the rest of the population. Outstanding program.

Transparencies

T70. *Theories of Personality*

Psychodynamic, humanistic, social learning, and trait theories of personality are compared.

T71. *The Structure of Personality from a Psychodynamic Perspective*

The division of personality into id, ego, and superego is depicted.

T72. *Psychodynamic Needs and Their Expression*

The channeling of unconscious needs and wants into other outlets is illustrated.

T73. *Freud's Model of the Mind*

A summary of Freud's main ideas regarding personality.

T74. *Defense Mechanisms*

Common defense mechanisms are described.

T75. *Personality from a Humanistic Perspective*

The basic tenets of Carl Rogers' view of personality are presented.

T76. *Rorschach*

A sample Rorschach inkblot is shown.

T77. *The Big Five Personality Factors*

This transparency presents a summary of the personality characteristics measured in the Big Five model.

T114. *Correlations of Personality Characteristics Among Twins*

Personality characteristics of identical twins reared together versus apart are compared.