

General Psychology

Notes - Theories of Personality

These are general notes designed to assist students who are regularly attending class and reading assigned material: they are supplemental rather than exhaustive and reflect general concepts.

I. Psychodynamic - movement of psychic energy

A. Sigmund Freud (Psychoanalytic)

1) Two Instincts

Eros - Life and Love (sex)

Thanatos - Death (aggression)

2) Three Structures of Personality

* **ID** - Hedonistic and operates off the Pleasure Principle

obtain pleasure avoid pain reduce tension

* **Ego** - Operates off of the Reality Principle & uses defense mechanisms

Balance the demands of the ID and expectations of the SUPEREGO

* **SUPEREGO** - Morality as determined by the rules of parents and society

Ego ideal - pride for doing something good (right)

Conscience - guilt for doing something bad (wrong)

3) Defense Mechanisms: distort reality/operate unconsciously/reduce anxiety

* **repression** - conflict/trauma/motives/desires blocked from immediate awareness

* **suppression** - push unpleasant experience to the unconscious

* **regression** - behavior was acceptable during an earlier period of development

* **projection** - place your unacceptable feelings onto another

* **rationalization** - justify inappropriate behavior

* **reaction formation** - change the feeling to its opposite

* **denial** - refuse to admit something is wrong

* **intellectualization** - deny the emotional component with rational explanations

* **displacement** - take frustration/anger out on a safe target

* **sublimation** - socially acceptable way to express desires and conflicts

4) Psychosexual Development

* **oral stage** - mouth is focus of stimulation (take in the world through the mouth)

learn trust and comfort/security through being properly fed

mouth crucial in exploring the environment

* **anal stage** - anus focus of stimulation (control of anal sphincter muscles)

Ego development - self-control

* **phallic stage** - genitals focus of stimulation (gender role identification)

recognize the difference between male and female genitalia

Oedipus/Electra Complex - desire to sexually possess opposite sex parent

males develop castration anxiety

females develop "penis" envy

- * **latency stage** - libido/sexual energy becomes dormant
 - gender role development
 - social and academic skills become focus
- * **genital stage** - sexual reawakening & healthy psychological development
 - source of sexual pleasure becomes someone outside of the family
 - strong awareness of self-interest & capacity to care for others
 - more energy available for a productive life
 - autonomy
 - independence of thought and action
 - responsible for personal happiness
 - ego control - uses energy for enlightened self-interest
 - maturity - capacity to do work and love & sustained intimacy

B. Karen Horney - Basic Anxiety

- 1) challenged idea of penis envy and female inferiority
- 2) "womb" envy
- 3) coping with the anxiety one experiences living in a hostile world creates leads to
 - * **moving toward others** - cooperation and interdependence
 - * **moving against others** - competition
 - * **moving away from others** - independence
- 4) balance of these three types of interactions leads to healthy personality development
- 5) out of balance leads to dependence, aggression and dominance, isolation

C. Alfred Alder - Individual Psychology

- 1) people strive for superiority (individual perfection) to overcome childhood inferiority
 - * natural limitations
 - * parental control
- 2) **compensation**
 - * growth and change over entire life span
 - * develop personal gifts and strengths
 - * accept natural limitations and weaknesses
- 3) **inferiority complex** develops when parents/society have not encouraged development
 - * mask and deny natural limitations and weaknesses
 - * tendency to focus on the natural limitations in others
 - * often become as oppressor of those who you perceive as being weaker than you

D. Carl Jung - Archetypal Psychology/Individuation

- 1) collective unconscious - universal memory and history
 - * source of great wisdom
 - * insights/understandings gained through thousands of years of human evolution
 - * reflected in archetypes - symbolic representations/images within & expressed in
 - * dreams, myths, fairy tales, folklore, legends, music, art, and religion
- 2) common archetypes
 - * hero/heroine, wise old man (wizard) wise old crone (witch), predator
 - * mandala (circle of life or magic circle)
- 3) Jung believed balancing opposites leads to psychological health and well-being.
 - * introversion - focus on one's own reactions and experiences

- * extroversion - focus on external world psychological opposites
 - * anima - feminine archetypes in men (creative self or soul)
 - * animus - masculine archetype on women (spirit)
 - * persona (public self) - vs. - shadow (dark side)
- 4) human personality classified into four psychological functions
- * **Thinking** - use intellectual faculty to evaluate the world
analyze and order facts to evaluate the world
logical and intellectualize feelings
 - * **Feeling** - rational function for weighing and evaluating the world
decisions based on value judgments
agreeable disagreeable good evil
may not have developed impersonal reflective thinking
 - * **Sensation** - believe in what one can see and touch
oriented toward action and often lack imagination
future not important since it does not exist in concrete form
tend not to deal with philosophical questions/meaning of life and death
 - * **Intuition** - rely heavily on hunches and fantasies
tend to have visions and sights
directed by the unconscious
capacity to inspire people but may lack the initiative to carry out action

5) **Individuation Process** - "Quest for Wholeness"

- * discovering personal life path/find one's inner purpose
- * giving up the learned social self
- * ego submission - recognizing a higher self or power
- * give up personal aims
- * self-fulfillment springs from selflessness
- * self-acceptance and being unwilling to subordinate any aspect of the Self
- * develops gradually during life-time
- * urgency develops during second half of life usually in response to a crisis

"Wholeness is resolving the deepest division of the personality on a symbolic plane, transcending to a more spiritual notion of the Self and an integrated, fully developed personality in its own right."

E. Erik Erikson - Psychosocial Development - 8 developmental tasks/crisis

- 1) Trust - vs. - Mistrust (first year)
 - * trust requires feeling of physical comfort, safety, security, and affection
 - * responsive and sensitive caregivers
- 2) Autonomy - vs. - Shame & Doubt (1-3)
 - * discover will of their own - independence and self trust
 - * if restrained too much or punished too harshly develop a sense of shame & doubt
- 3) Initiative - vs. - Guilt (3-5)
 - * developing more purposeful behavior/ability to take action
 - * need to be challenged, given responsibility, and allowed to explore
- 4) Industry - vs. - Inferiority (6-12)
 - * mastering knowledge, intellectual and social skills, special talents/gifts
- 5) Identity - vs. - Identity Confusion (adolescence)

- * active decision making regarding values/beliefs/vocation/sexuality/relationships
- * involves introspection (self-reflection) and role experimentation

6) Intimacy - vs. - Isolation (early adulthood)

- * total sharing of self with another

7) Generativity - vs. - Stagnation (middle adulthood)

- * assist younger generation in developing and leading useful lives

8) Integrity - vs. - Despair (late adulthood)

- * retrospection is either positive (integrity) or negative (despair)
- * embrace or fear death

II. Behavioral and Social Learning Theories

A. Pavlov/Watson - Classical Conditioning

- 1) unconditioned stimulus - elicits a reflexive response
- 2) unconditioned response - reflexive response
- 3) neutral stimulus elicits no response until paired with unconditioned stimulus
- 4) conditioned stimulus - elicits the reflexive response because of association with U.S.
- 5) conditioned response - response to conditioned stimulus
- 6) learning dependent on the association (pairing) between the US & the NS

B. Skinner - Operant Conditioning - learning dependent upon consequences

- 1) reinforcement - increases the likelihood of a response
- 2) punishment - decreases the likelihood of a response

C. Bandura and Mischel - Social Learning Theory - learn through imagination and observation

- 1) effected by personal and cognitive factors - intelligence, skills, self-control
- 2) environmental factors
- 3) behavior, personal and cognitive factors, and environmental factors are reciprocal

III. Humanistic Perspective - phenomenological view stressing the importance of our perceptions of ourselves

- * stresses capacity for personal growth, freedom to choose one's own destiny, and positive qualities

A. Carl Rogers's - focuses on conditions that keep a person from reaching their full potential

- 1) conditional positive regard involves giving love or praise only when an individual conforms
- 2) through experiences with the world the self emerges
- 3) unconditional positive regard (accepting & valuing person regardless of behavior)
- 4) positive self-concept emerges when we have unconditional positive regard & empathy
- 5) genuine relationships needed
- 6) healthy - congruence between the sum of all your experiences and your perception of self
- 7) fully functioning person is one who is
 - * open to new experiences
 - * aware of and sensitive to self and external world
 - * has harmonious relationships with others
 - * not very defensive

B. Maslow - need for self-actualization motivates one the develop full potential

IV. Trait Theories

A. Gordon Allport

- 1) cardinal traits
- 2) central traits
- 3) secondary traits

B. Big Five Factors

- 1) extroversion - vs. - introversion
- 2) friendliness - vs. - hostility
- 3) neuroticism - vs. - emotional stability
- 4) conscientiousness
- 5) openness to new experience

V. Sociocultural Perspective

A. Individualism - personal goals over group goals

- 1) self-serving values
- 2) feeling good
- 3) personal distinction
- 4) independence

B. Collectivism - emphasizes serving the group by subordinating personal goals

- 1) preserve group integrity
- 2) interdependence of members
- 3) harmonious relationships