Agenda

1. Views of personality
2. Culture and personality
3. Parenting and personality
4. Personality theories
5. Projective tests
Personality

- **Personality**: “individual’s unique characteristic patterns of behaving, thinking and feeling”
  

- What do personality psychologists study?
  - Personality **descriptions**: characterizing a person
  - Personality **dynamics**: adjusting to environment
  - Personality **development**: changing over time

(Cloninger, 2013)
Nomothetic vs. Idiographic

• **Nomothetic:**
  – Study of groups of individuals
  – Quantitative
  – i.e. Extraverted individuals are outgoing

• **Idiographic:**
  – Individuals are unique
  – Qualitative
  – i.e. case studies, autobiographies

(Sartori & Ceschi, 2013)
Nature vs. Nurture

• “It remains a huge challenge to establish what of an individual’s characteristics is congenital and what is the result of his upbringing”

• “The environment cannot create personality features”

• The environment “will reinforce or inhibit characteristics already present in the individual’s inborn endowment”

(Brafman, 2010)
Dynamic View

• “Individuals are continuously influenced by their experiences- past and present- both those originating in person’s mind and those resulting from interactions with other people”

(Brafman, 2010)
Parenting and personality

• Genetics has a stronger impact on personality in comparison to child-rearing practices and family life.
• Parents’ child-rearing practices varies depending on children’s personalities. Parents are often more lenient with easygoing children and more strict with challenging children.
• **Reciprocal determinism**: aspects of individuals (i.e. temperaments, habits, perceptions, and beliefs) and aspects of the situation (i.e. opportunities, rewards or punishments, and chance events) interact to shape personality.

(Wade, Tavris, Saucier, & Elias, 2014)
Culture and Personality

• **Individualistic culture**: individual independence takes priority over group needs
  – The self is defined as various personality traits
• **Collectivistic culture**: the self is embedded in relationships, and group harmony take priority over individual needs
  – The self is defined as relationships with others

(Wade et al., 2014)
Rate the Children on the following traits:

5= Strongly Agree       1=Strongly Disagree

1. Is talkative
2. Tends to be lazy
3. Is emotionally stable
4. Is good at art and music
5. Is a deep thinker
6. Likes to cooperate with others
7. Perseveres until the task is finished
Big Five Personality

OCEAN

O: Openness to Experience
   - Intellectual curiosity, creativity, artistic interests

C: Conscientiousness
   - Organized, self-control, achievement motivation

E: Extraversion
   - Assertiveness, positive emotions, excitement seeking, activity

A: Agreeableness
   - Compassionate, cooperative, honesty, humility

N: Neuroticism
   - Negative emotions, irritable, anxiety, vulnerability

(Soto & John, 2014; Wood et al., 2017)
Eysenck: Three Factors

PEN

P: Psychoticism
- Risk-taking, disregard others’ rights, not conforming
- High psychoticism is related to low agreeableness and conscientiousness

E: Extraversion vs. introversion

N: Neuroticism vs. emotional stability
- Related to intensity of emotional experiences

(Wood et al., 2017)
Freud

• “Childhood experiences shapes personality” (p.19)
• “Mild disturbances may cause forgetfulness or wishful thinking” (p.20)
• “Serious pathology can leave a person in a fantasy world that has little resemblance to reality” (p.20)
• **Freudian slip**: “a psychologically motivated error in speech, hearing, behavior” (p.23)

(Cloninger, 2013)
Carl Jung

- Focuses on development of adulthood
- Differences in people in three dimensions
  - Introversion vs. extraversion (attitude)
  - Thinking vs. feeling (Decision making)
  - Sensation vs. intuition (obtaining information)
- **Ego**: conscious experience
- Two parts of the unconscious
  - **Personal unconscious**: unconscious memories, thoughts, feelings, impulses
  - **Collective unconscious**: universal experiences of all people

(Cloninger, 2013; Wood et al., 2017)
Archetypes

- **Archetypes**: elements of the collective unconscious
  - **Persona**: the mask people wear to fit in socially
  - **Anima/ animus**: the inner opposite gender component
  - **Shadow**: urges and desires
  - **Self**: the whole of a person’s personality

(Cloninger, 2013; Wade et al., 2014)
Alfred Adler

• People strive for superiority. Their life is directed by self-improvement.
  – In therapy, he challenges people to take responsibility for their lives and not blame others for their own failures.
  – An individual is influenced by society, and a healthy individual contributes to society

• **Birth order** influences personality

• **Inferiority complex**: people act selfishly or in self-defeating ways to compensate for the feeling of inferiority

• **The creative self**: the force that helps us use our experiences and heredity to construct our lifestyle.

(Cloninger, 2013; Wood et al., 2017)
Projective Tests

- Subjects respond to ambiguous stimuli to reveal their inner thoughts, hidden feelings, and internal conflicts
  - Roschach Inkblot Test
  - Thematic Apperception Test
  - Draw-A-Person Test

(Ellis & Abrams, 2009)
Rorschach Inkblot Test

• 10 inkblots are presented to subjects on a separate card
• 5 blots are in colour (black and red, or pastel colours)
• 5 blots are in black and gray
• Subject is presented with the cards and asked what they see
• The interviewer records the subjects’ reaction time, content of his/her responses, and nonverbal behaviors

(Ellis & Abrams, 2009)
Draw a Person Test

- The child is asked to draw a person and describe the person they drew.
- The test is 15 minutes
- The child is asked to draw an adult man, and an adult woman, and him- or herself

(Ellis & Abrams, 2009)
Thematic Apperception Test

• Subjects are presented with picture cards that depict social and interpersonal situations.
• Subjects are asked to tell the interviewer a story of each picture.
• The story must include what the characters are doing, what happened before the situation, and what will happen in the future.

(Ellis & Abrams, 2009)
References


