

# Unit 10: Personality



# Unit Overview

- [The Psychoanalytic Perspective](#)
- [The Humanistic Perspective](#)
- [The Trait Perspective](#)
- [The Social-Cognitive Perspective](#)
- [Exploring the Self](#)

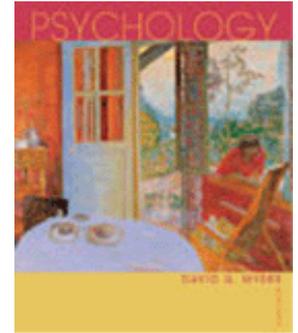


Click on the any of the above hyperlinks to go to that section in the presentation.

# Introduction

- Personality

# What is Personality?



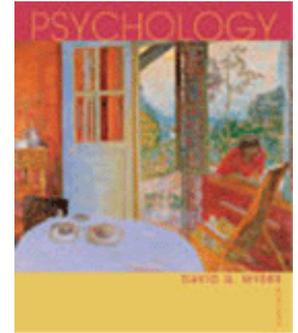
- **Personality**

- an individual's characteristic pattern of thinking, feeling, and acting
- basic perspectives
  - Psychoanalytic
  - Humanistic

# Psychoanalytic Perspective

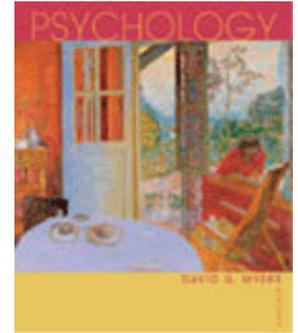


# The Psychoanalytic Perspective



- From Freud's theory which proposes that childhood sexuality and unconscious motivations influence personality

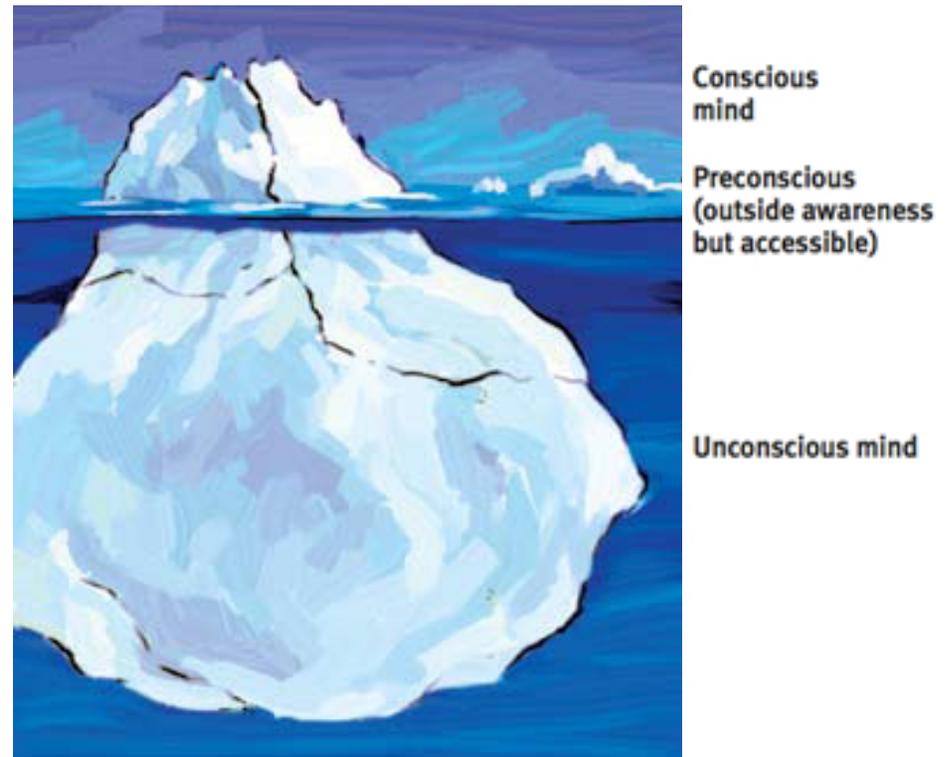
# The Psychoanalytic Perspective



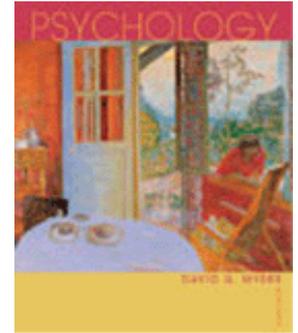
- Psychoanalysis
  - Freud's theory of personality that attributes our thoughts and actions to unconscious motives and conflicts
  - techniques used in treating psychological disorders by seeking to expose and interpret unconscious tensions

# Exploring the Unconscious

- Parts of the mind
  - Conscious
  - Preconscious
  - Unconscious
    - Free association
    - Psychoanalysis
    - Repression

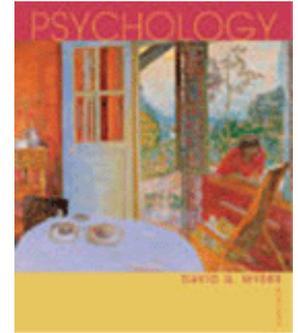


# The Psychoanalytic Perspective



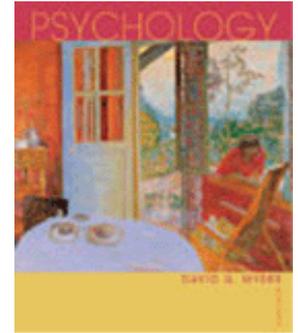
- Unconscious
  - according to Freud, a reservoir of mostly unacceptable thoughts, wishes, feelings and memories
  - contemporary viewpoint- information processing of which we are unaware

# The Psychoanalytic Perspective



- Psychoanalysis
  - Freud's theory of personality that attributes our thoughts and actions to unconscious motives and conflicts
  - techniques used in treating psychological disorders by seeking to expose and interpret unconscious tensions

# The Psychoanalytic Perspective



- Free Association
  - in psychoanalysis, a method of exploring the unconscious
  - person relaxes and says whatever comes to mind, no matter how trivial or embarrassing

# Exploring the Unconscious

## *Personality Structure*

- Personality structure

- Id

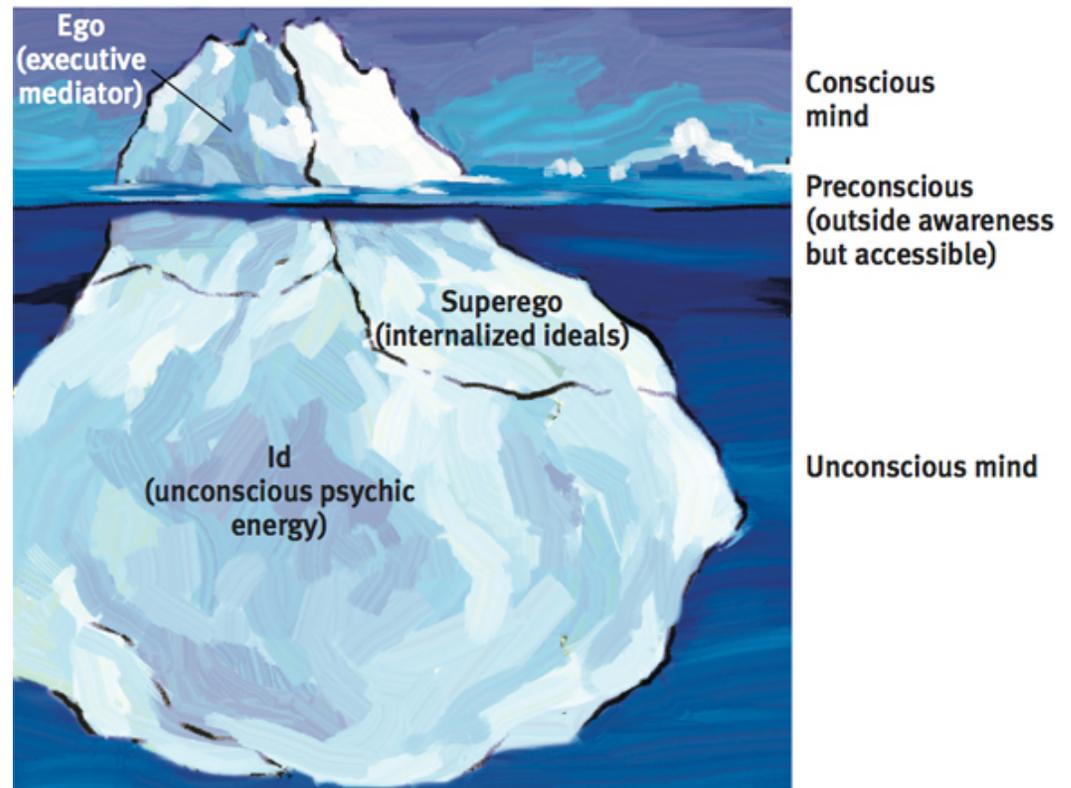
- Pleasure principle

- Ego

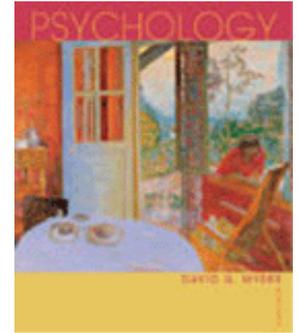
- Reality principle

- Superego

- conscience

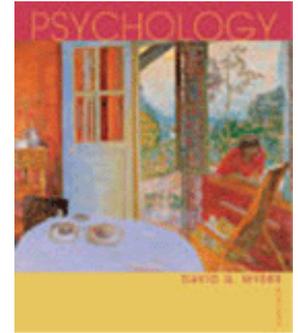


# Personality Structure



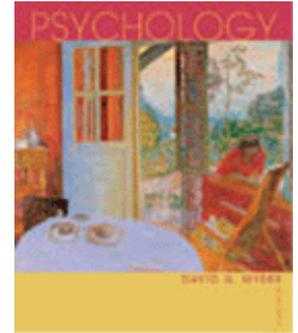
- Id
  - contains a reservoir of unconscious psychic energy
  - strives to satisfy basic sexual and aggressive drives
  - operates on the pleasure principle, demanding immediate gratification

# Personality Structure



- **Superego**
  - the part of personality that presents internalized ideals
  - provides standards for judgement (the conscience) and for future aspirations

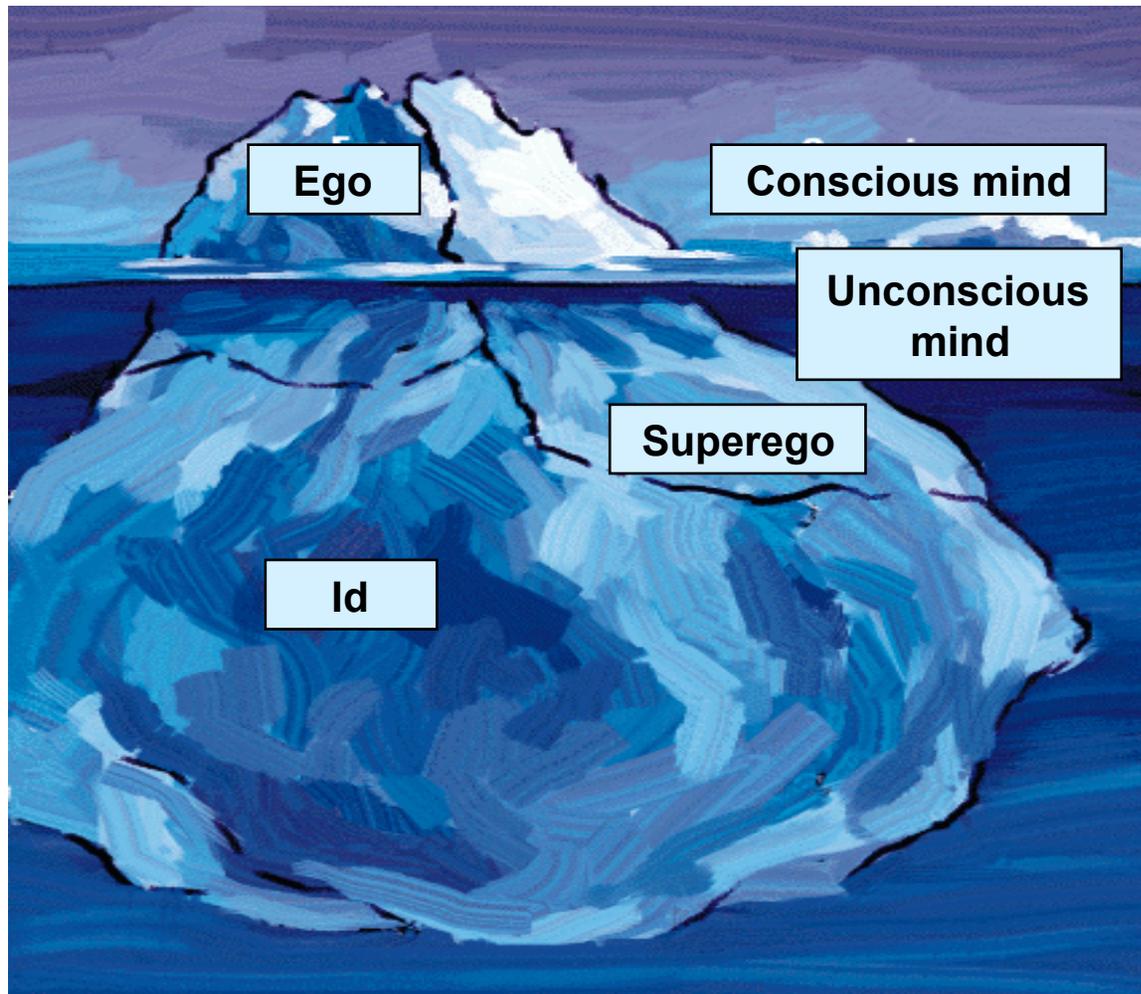
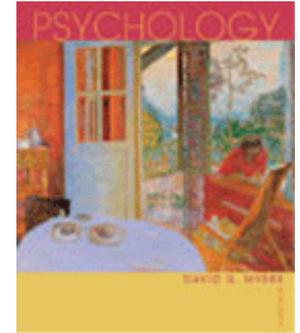
# Personality Structure



## ■ Ego

- the largely conscious, “executive” part of personality
- mediates among the demands of the id, superego, and reality
- operates on the reality principle, satisfying the id’s desires in ways that will realistically bring pleasure rather than pain

# Personality Structure



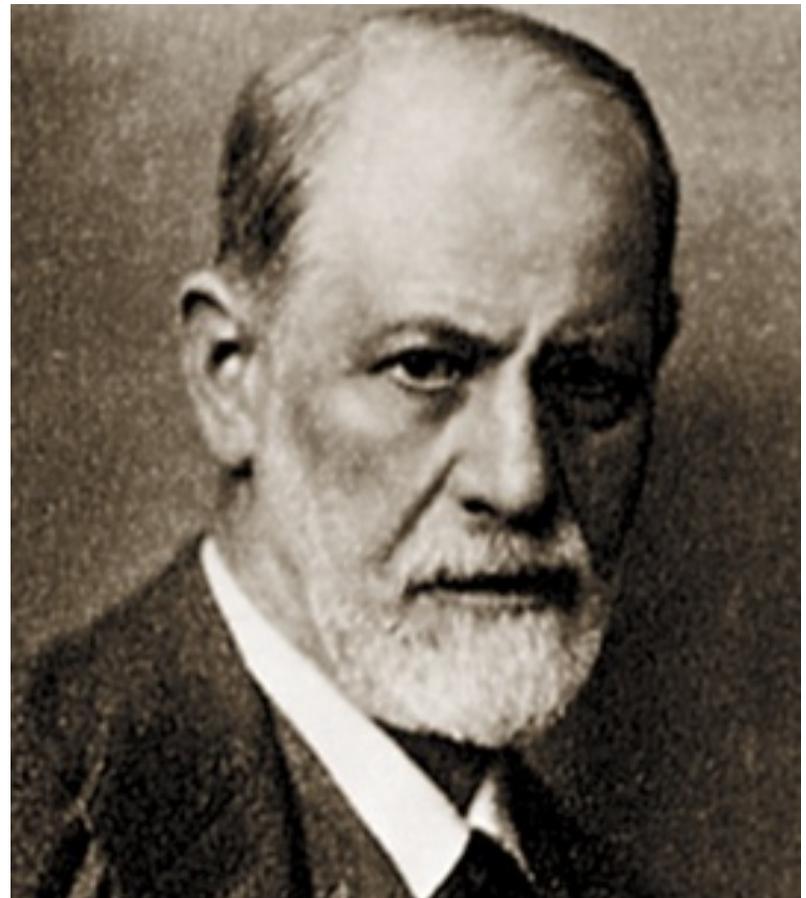
- Freud's idea of the mind's structure

# Exploring the Unconscious

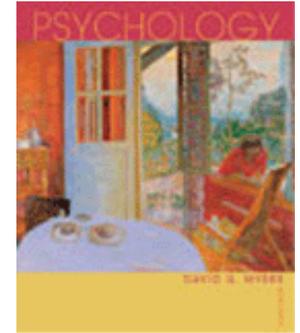
## *Personality Development*

- Psychosexual stages

- Oral
- Anal
- Phallic
- Latency
- Genital



# Personality Development



## Freud's Psychosexual Stages

Stage	Focus
<b>Oral (0-18 months)</b>	<b>Pleasure centers on the mouth-- sucking, biting, chewing</b>
<b>Anal (18-36 months)</b>	<b>Pleasure focuses on bowel and bladder elimination; coping with demands for control</b>
<b>Phallic (3-6 years)</b>	<b>Pleasure zone is the genitals; coping with incestuous sexual feelings</b>
<b>Latency (6 to puberty)</b>	<b>Dormant sexual feelings</b>
<b>Genital (puberty on)</b>	<b>Maturation of sexual interests</b>



# Exploring the Unconscious

## *Psychosexual Stages*

### FREUD'S PSYCHOSEXUAL STAGES

**Stage**

**Focus**

Oral (0–18 months)    Pleasure centers on the mouth—sucking, biting, chewing

# Exploring the Unconscious

## *Psychosexual Stages*

### FREUD'S PSYCHOSEXUAL STAGES

Stage	Focus
Oral (0–18 months)	Pleasure centers on the mouth—sucking, biting, chewing
Anal (18–36 months)	Pleasure focuses on bowel and bladder elimination; coping with demands for control

# Exploring the Unconscious

## *Psychosexual Stages*

### FREUD'S PSYCHOSEXUAL STAGES

Stage	Focus
Oral (0–18 months)	Pleasure centers on the mouth—sucking, biting, chewing
Anal (18–36 months)	Pleasure focuses on bowel and bladder elimination; coping with demands for control
Phallic (3–6 years)	Pleasure zone is the genitals; coping with incestuous sexual feelings

# Exploring the Unconscious

## *Psychosexual Stages*

### FREUD'S PSYCHOSEXUAL STAGES

Stage	Focus
Oral (0–18 months)	Pleasure centers on the mouth—sucking, biting, chewing
Anal (18–36 months)	Pleasure focuses on bowel and bladder elimination; coping with demands for control
Phallic (3–6 years)	Pleasure zone is the genitals; coping with incestuous sexual feelings
Latency (6 to puberty)	Dormant sexual feelings

# Exploring the Unconscious

## *Psychosexual Stages*

### FREUD'S PSYCHOSEXUAL STAGES

#### Stage

#### Focus

Oral (0–18 months) Pleasure centers on the mouth—sucking, biting, chewing

Anal (18–36 months) Pleasure focuses on bowel and bladder elimination; coping with demands for control

Phallic (3–6 years) Pleasure zone is the genitals; coping with incestuous sexual feelings

Latency (6 to puberty) Dormant sexual feelings

Genital (puberty on) Maturation of sexual interests

# Exploring the Unconscious

## *Personality Development*

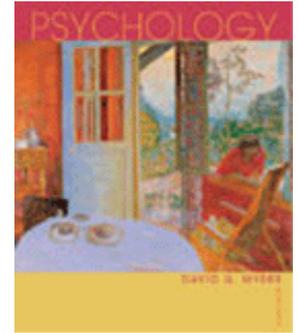
- Erogenous zones
- Oedipus complex
- Electra complex
- Identification
- Fixation



"Fifty is plenty."

"Hundred and fifty."

# Personality Development



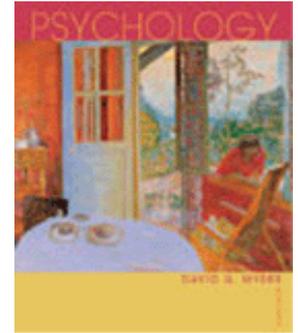
- **Psychosexual Stages**

- the childhood stages of development during which the id's pleasure-seeking energies focus on distinct erogenous zones

- **Oedipus Complex**

- a boy's sexual desires toward his mother and feelings of jealousy and hatred for the rival father

# Personality Development



- Identification

- the process by which children incorporate their parents' values into their developing superegos

- Fixation

- a lingering focus of pleasure-seeking energies at an earlier psychosexual stage, where conflicts were unresolved

# Exploring the Unconscious

## *Defense Mechanisms*

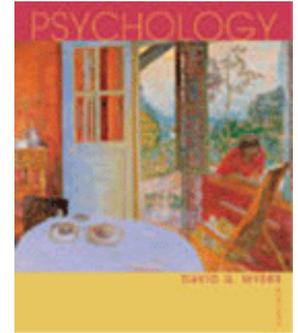
- Defense mechanisms

- Repression
- Regression
- Reaction formation
- Projection
- Rationalization
- Displacement
- Sublimation
- Denial



*"Oh, for goodness' sake! Smoke!"*

# Defense Mechanisms



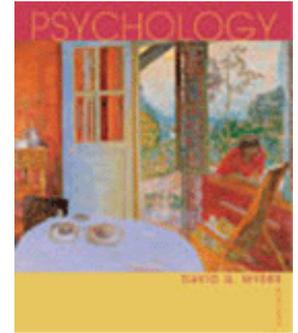
- Defense Mechanisms

- the ego's protective methods of reducing anxiety by unconsciously distorting reality

- Repression

- the basic defense mechanism that banishes anxiety-arousing thoughts, feelings, and memories from consciousness

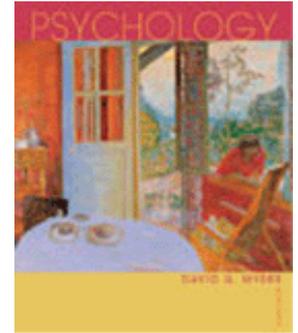
# Defense Mechanisms



- Regression

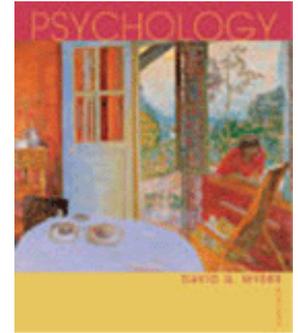
- defense mechanism in which an individual faced with anxiety retreats to a more infantile psychosexual stage, where some psychic energy remains fixated

# Defense Mechanisms



- **Reaction Formation**
  - defense mechanism by which the ego unconsciously switches unacceptable impulses into their opposites
  - people may express feelings that are the opposite of their anxiety-arousing unconscious feelings

# Defense Mechanisms



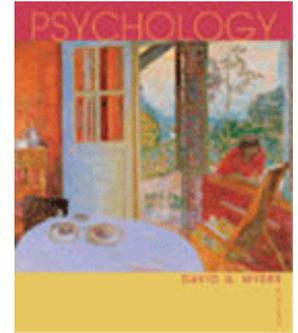
## ■ Projection

- defense mechanism by which people disguise their own threatening impulses by attributing them to others

## ■ Rationalization

- defense mechanism that offers self-justifying explanations in place of the real, more threatening, unconscious reasons for one's actions

# Defense Mechanisms

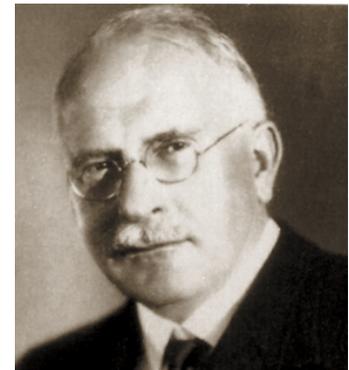


- Displacement

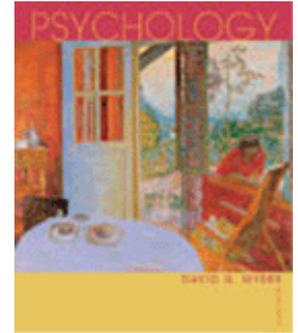
- defense mechanism that shifts sexual or aggressive impulses toward a more acceptable or less threatening object or person
- as when redirecting anger toward a safer outlet

# The Neo-Freudian Theorists

- Neo-Freudians
  - Adler's inferiority complex
  - Horney's sense of helplessness
  - Jung's collective unconscious
- Psychodynamic theory



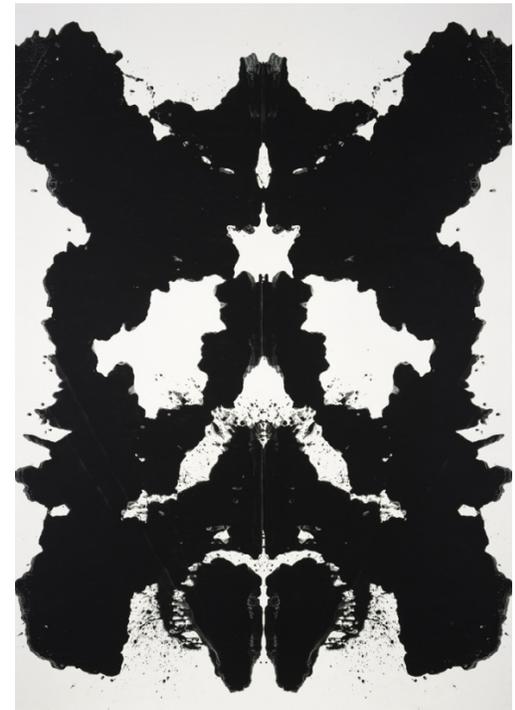
# Neo-Freudians



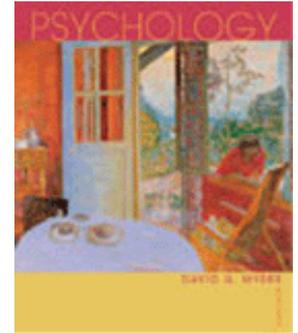
- Alfred Adler
  - importance of childhood social tension
- Karen Horney
  - sought to balance Freud's masculine biases
- Carl Jung
  - emphasized the collective unconscious
    - concept of a shared, inherited reservoir of memory traces from our species' history

# Assessing Unconscious Processes

- Projective Test
  - Thematic Apperception Test (TAT)
  - Rorschach Inkblot Test



# Assessing the Unconscious



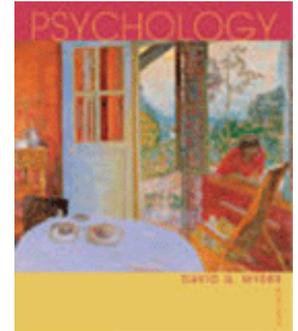
- **Projective Test**

- a personality test, such as the Rorschach or TAT, that provides ambiguous stimuli designed to trigger projection of one's inner dynamics

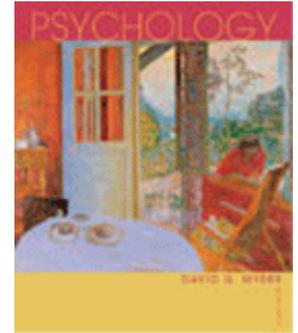
- **Thematic Apperception Test (TAT)**

- a projective test in which people express their inner feelings and interests through the stories they make up about ambiguous scenes

# Assessing the Unconscious-- TAT

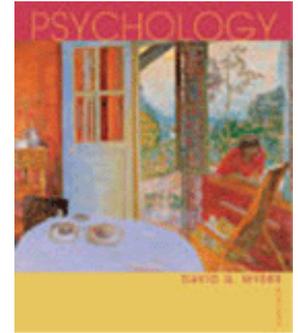


# Assessing the Unconscious



- Rorschach Inkblot Test
  - the most widely used projective test
  - a set of 10 inkblots designed by Hermann Rorschach
  - seeks to identify people's inner feelings by analyzing their interpretations of the blots

# Assessing the Unconscious-- Rorschach



# Evaluating the Psychoanalytic Perspective

- Contradictory Evidence
- Is repression a myth?
- The modern unconscious mind
  - [Terror management theory](#)
- Freud's ideas as scientific theory



# The Humanistic Perspective

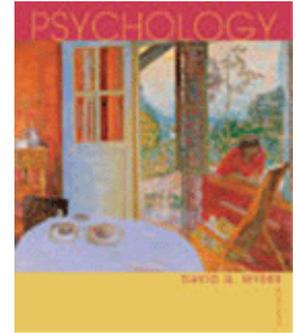


# Abraham Maslow's Self-Actualizing Person

- Abraham Maslow
  - [Self-actualization](#)
  - Self-transcendence
  - Peak experiences

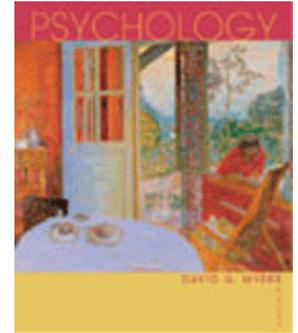


# Humanistic Perspective



- Abraham Maslow (1908-1970)
  - studied self-actualization processes of productive and healthy people (e.g., Lincoln)

# Humanistic Perspective



## ■ Self-Actualization

- the ultimate psychological need that arises after basic physical and psychological needs are met and self-esteem is achieved
- the motivation to fulfill one's potential

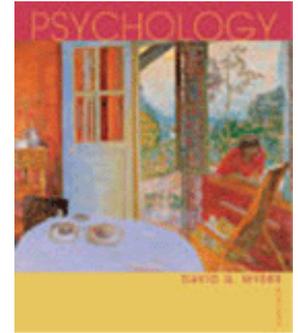
# Carl Roger's Person-Centered Perspective

- Carl Rogers
  - Growth promoting climate
    - Genuineness
    - Acceptance
    - Empathy
  - Unconditional positive regard
  - Self-concept



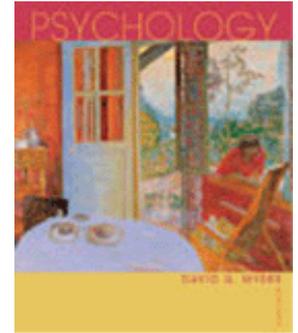
*"Just remember, son, it doesn't matter whether you win or lose—unless you want Daddy's love."*

# Humanistic Perspective



- Abraham Maslow (1908-1970)
  - studied self-actualization processes of productive and healthy people (e.g., Lincoln)

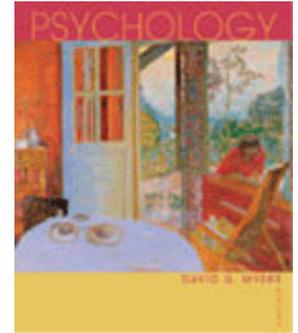
# Humanistic Perspective



## ■ Self-Actualization

- the ultimate psychological need that arises after basic physical and psychological needs are met and self-esteem is achieved
- the motivation to fulfill one's potential

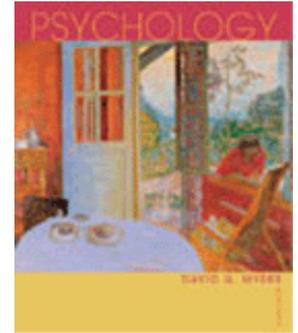
# Humanistic Perspective



- Carl Rogers (1902-1987)
  - focused on growth and fulfillment of individuals
    - genuineness
    - acceptance
    - empathy



# Humanistic Perspective



- Unconditional Positive Regard
  - an attitude of total acceptance toward another person
- Self-Concept
  - all our thoughts and feelings about ourselves, in an answer to the question, “Who am I?”

# Assessing the Self

- Self-report tests
- Ideal versus actual self



© The New Yorker Collection, 1979, Dana Fradon from cartoonbank.com. All rights reserved.

*“We do pretty well when you stop to think that people are basically good.”*

# Evaluating the Humanistic Perspective

- Renewed interest in self-concept
- Criticisms
  - Vague and subjective
  - Individualistic and Western biased
  - Naïve

# The Trait Perspective



# Traits

- Trait

- Describing rather than explaining
- Myers-Briggs Type Indicator (MBTI)



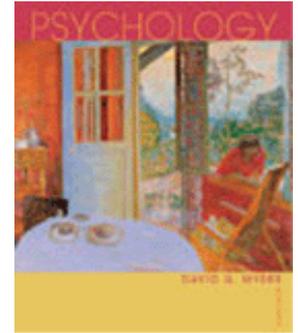
# Exploring Traits

## *Factor Analysis*

- Factor analysis
  - Eysenck and Eysenck
    - Extroversion versus introversion
    - Emotional stability versus instability
    - Eysenck Personality Questionnaire



# Contemporary Research-- The Trait Perspective



## ■ Trait

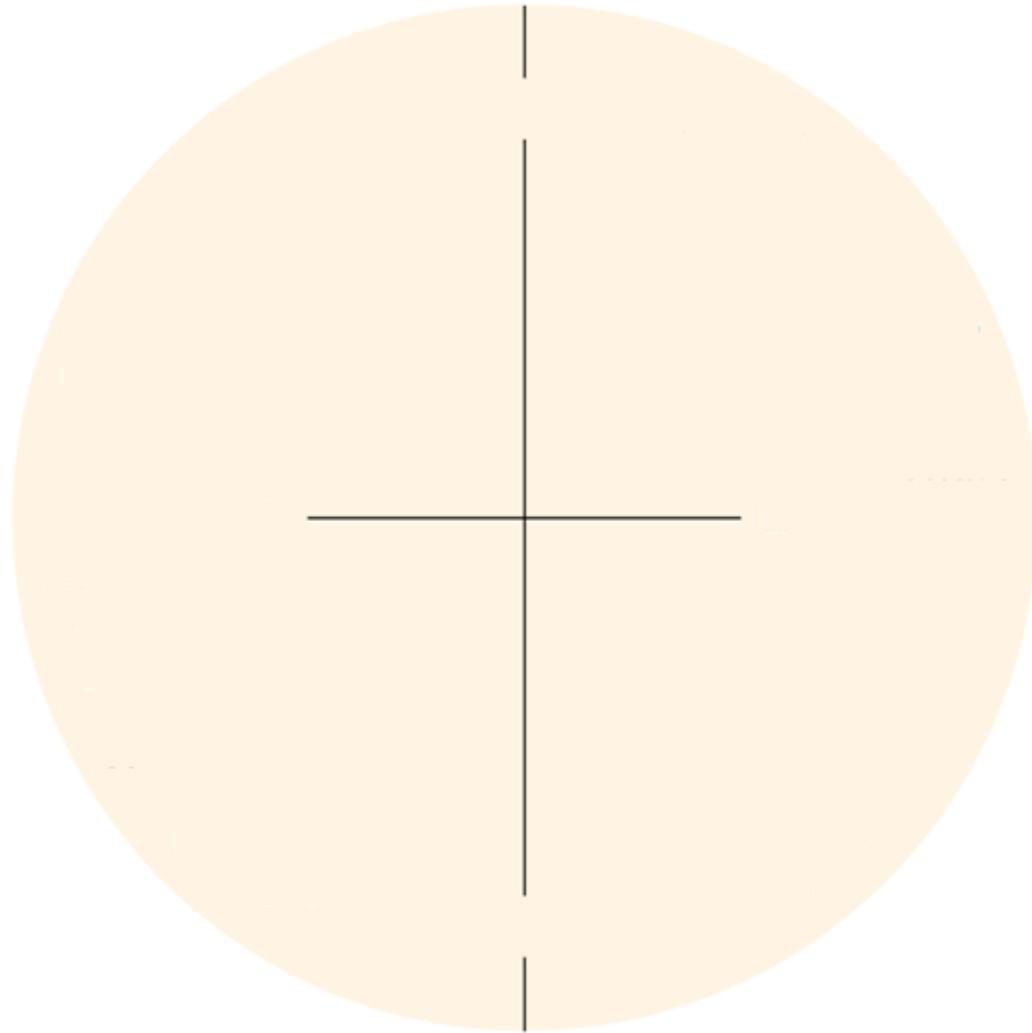
- a characteristic pattern of behavior
- a disposition to feel and act, as assessed by self-report inventories and peer reports

## ■ Personality Inventory

- a questionnaire (often with true-false or agree-disagree items) on which people respond to items designed to gauge a wide range of feelings and behaviors
- used to assess selected personality traits

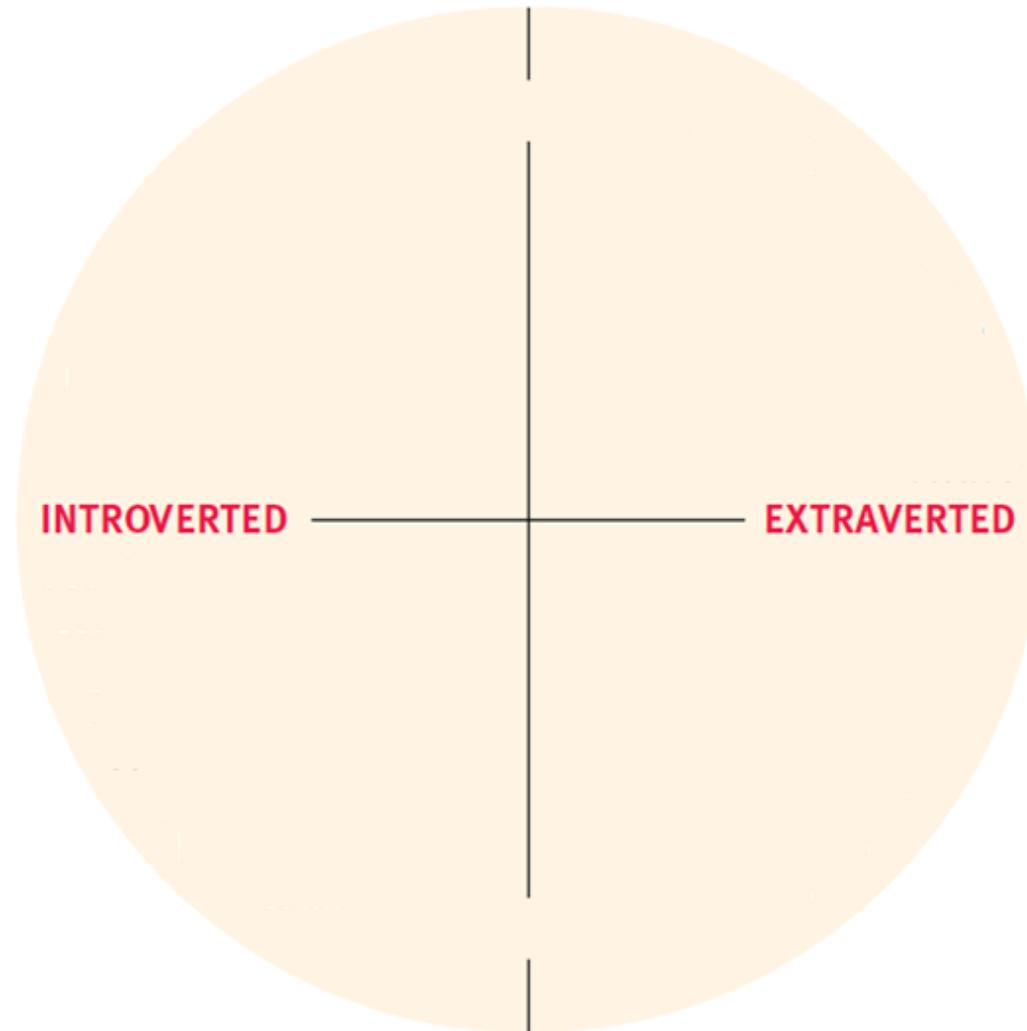
# Exploring Traits

## *Factor Analysis*



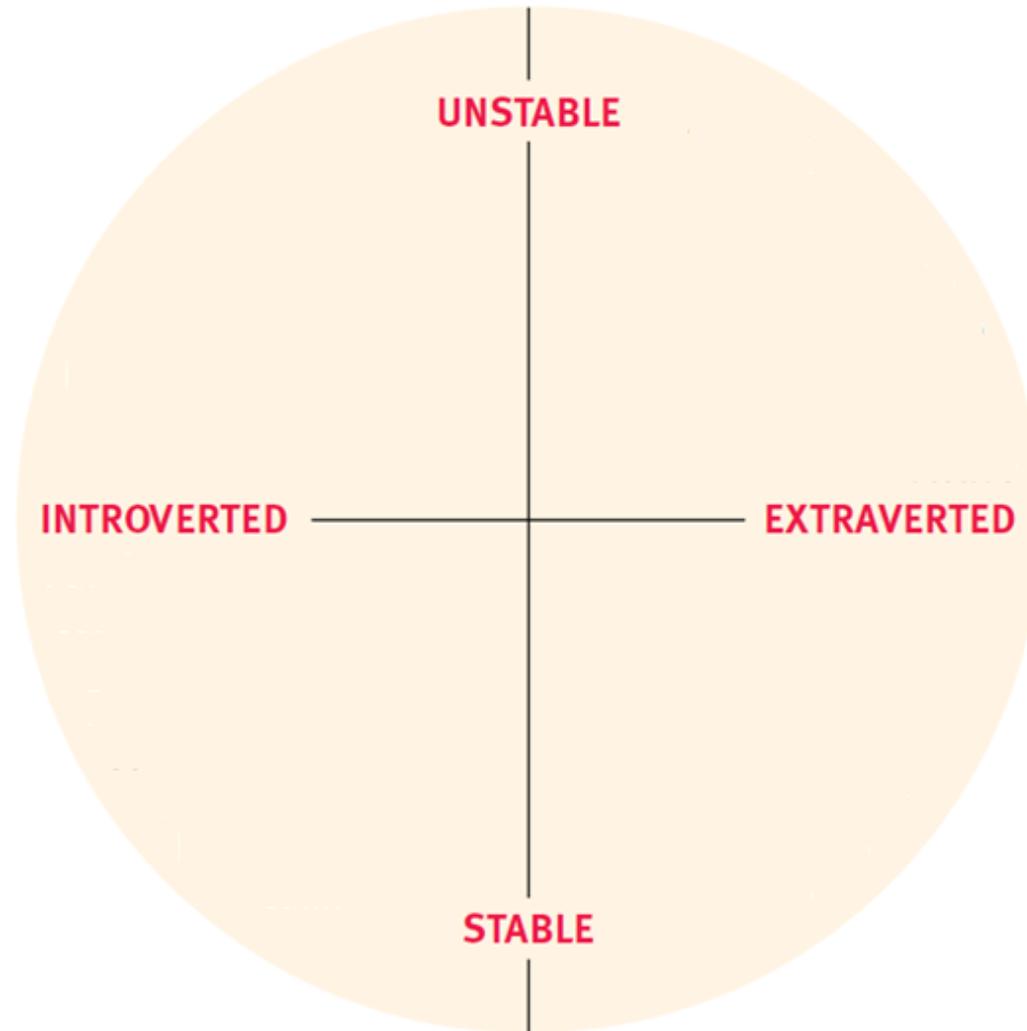
# Exploring Traits

## *Factor Analysis*



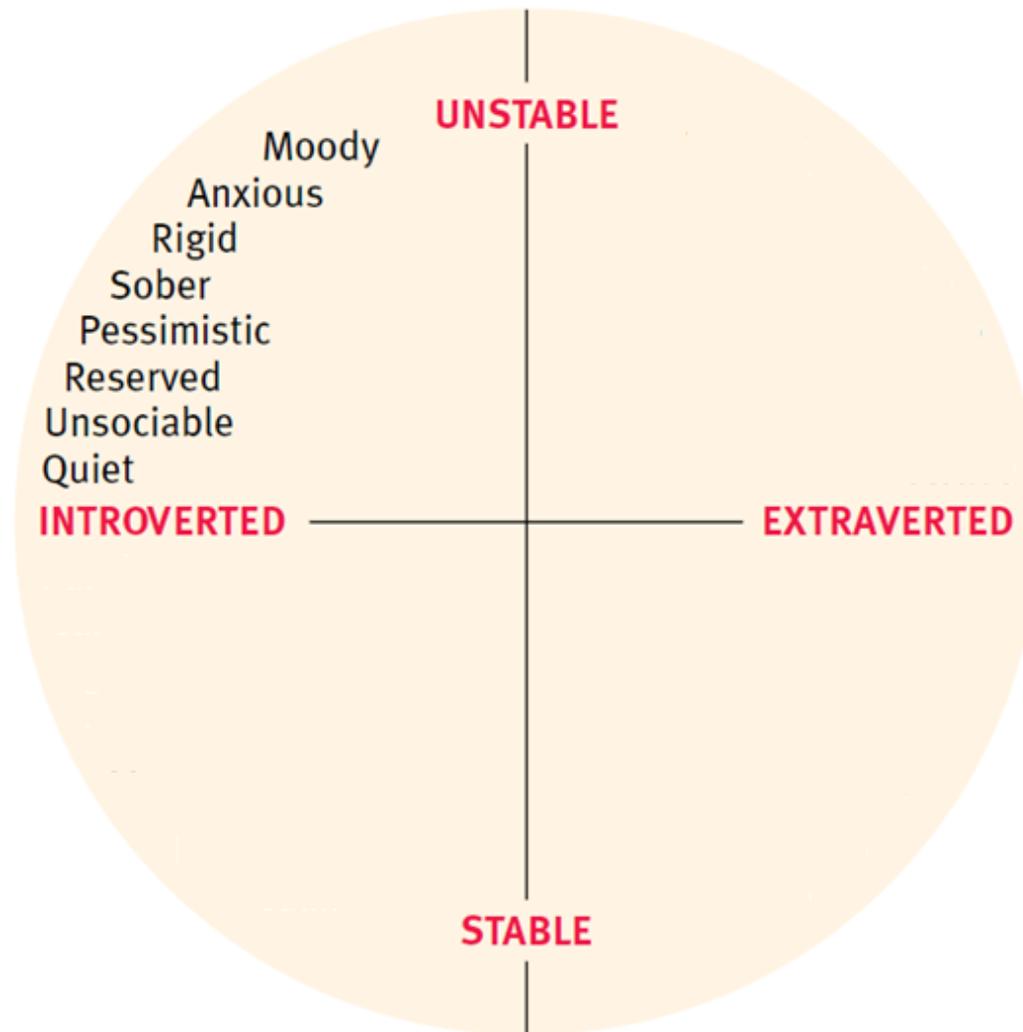
# Exploring Traits

## *Factor Analysis*



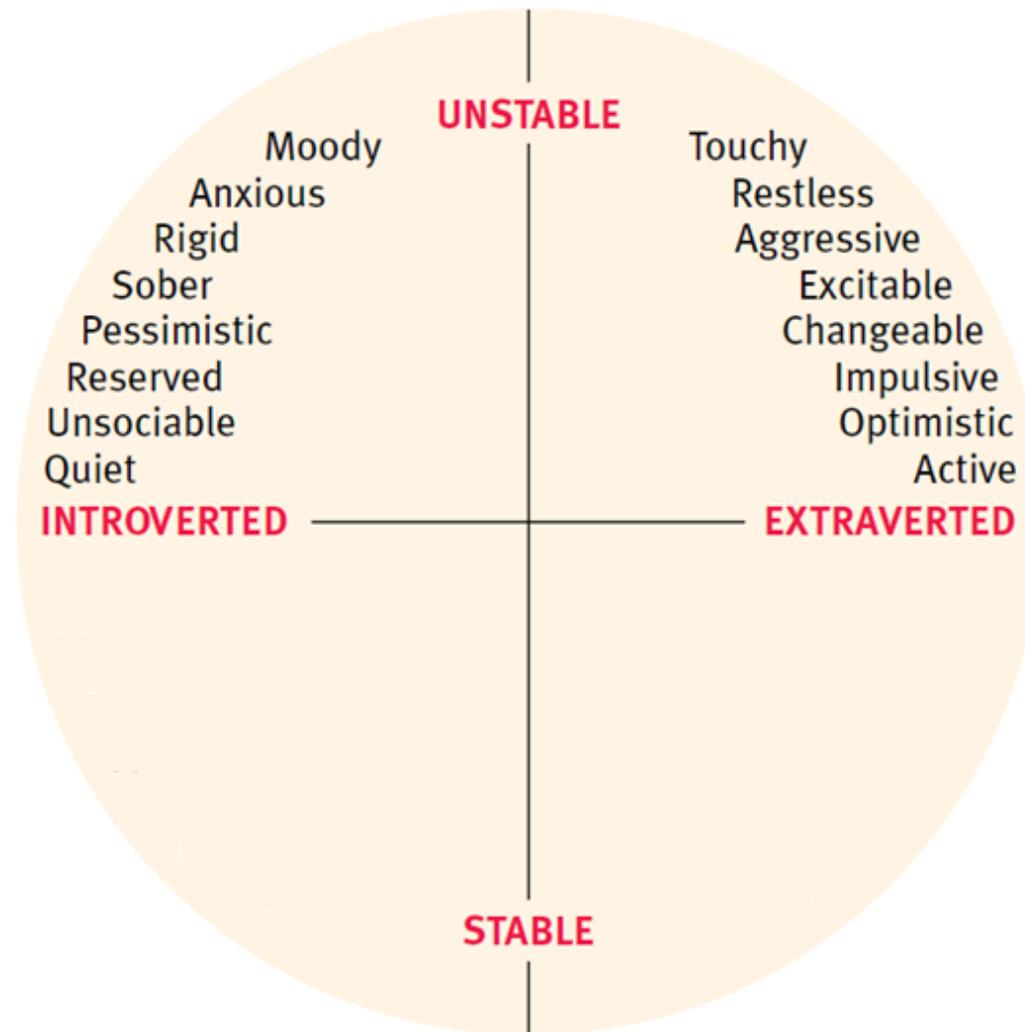
# Exploring Traits

## *Factor Analysis*



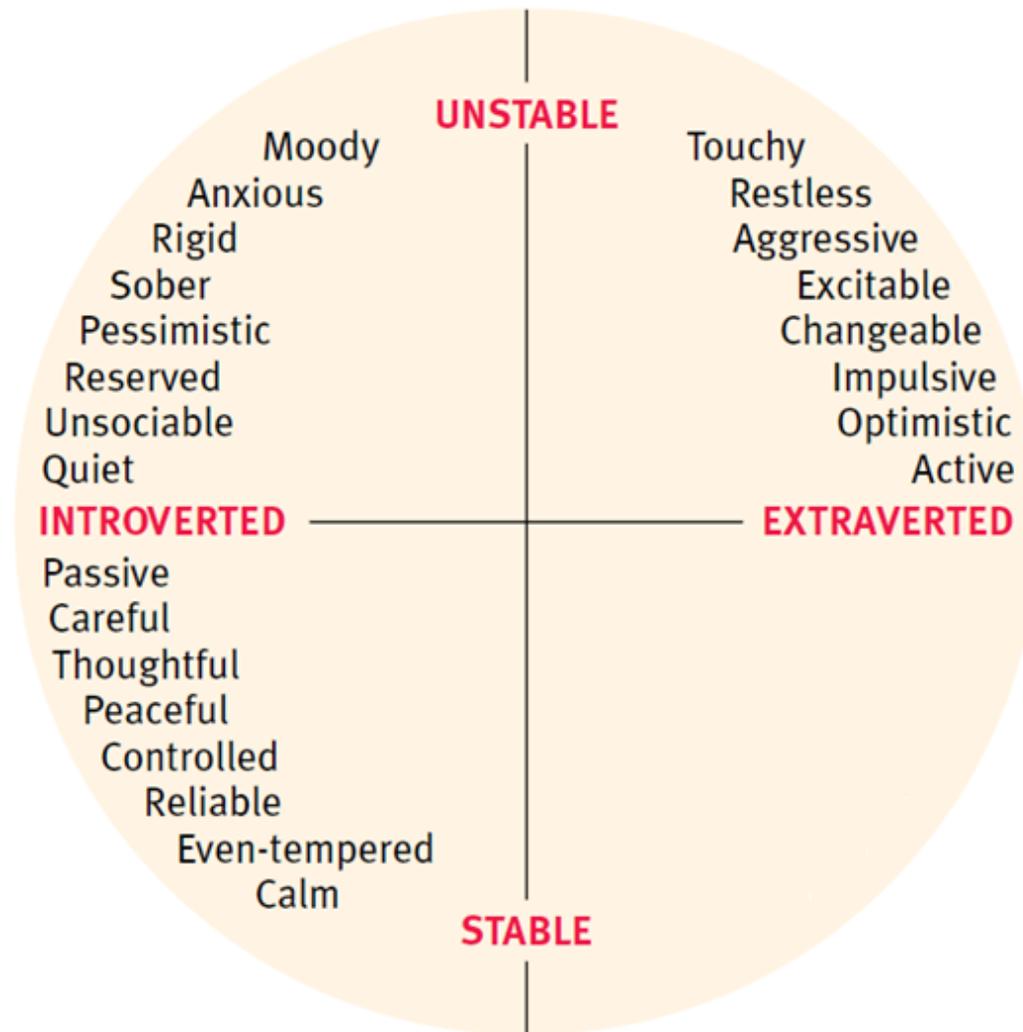
# Exploring Traits

## *Factor Analysis*



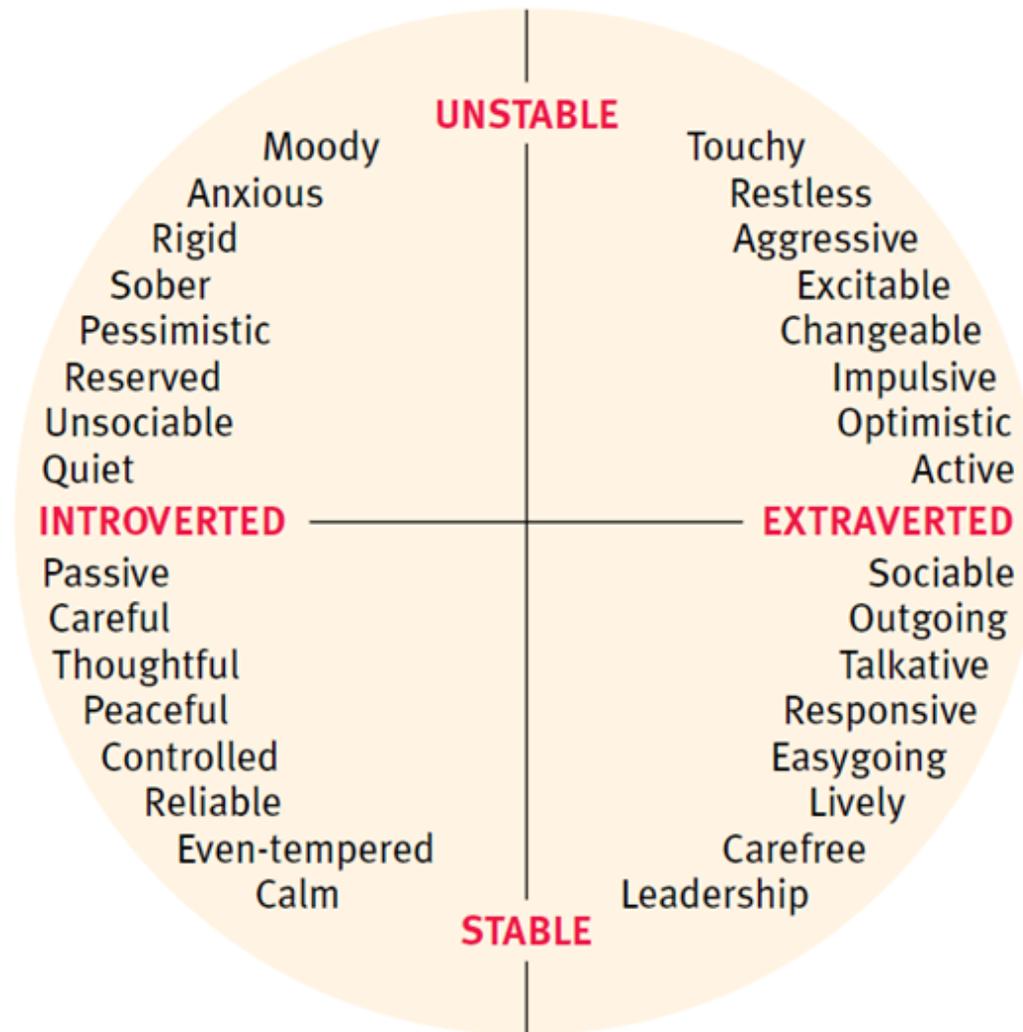
# Exploring Traits

## *Factor Analysis*

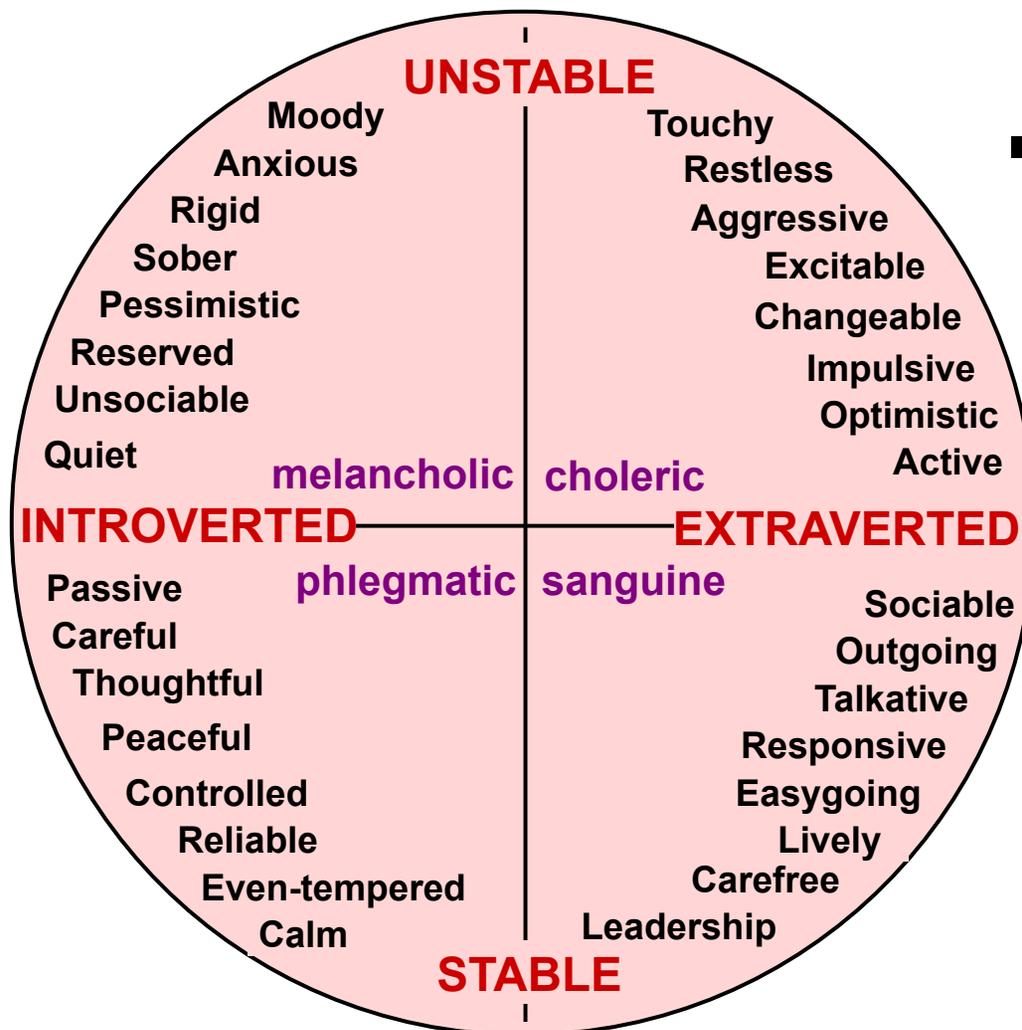
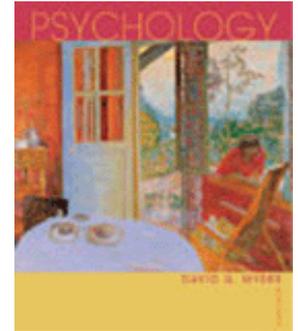


# Exploring Traits

## *Factor Analysis*



# The Trait Perspective



- Hans and Sybil Eysenck use two primary personality factors as axes for describing personality variation

# Exploring Traits

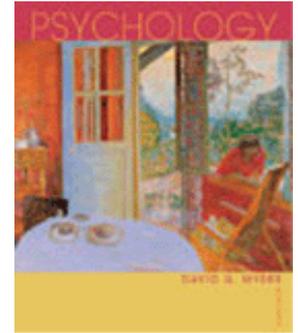
## *Biology and Personality*

- Brain scans
  - Brain arousal
- Genetics
  - Autonomic nervous system reactivity

# Assessing Traits

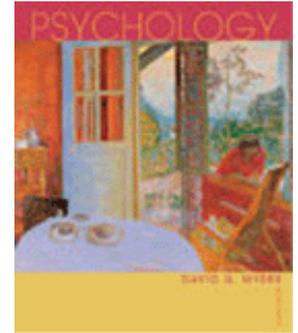
- Personality inventory
  - Minnesota Multiphasic Personality Inventory (MMPI)
    - Empirically derived test
    - Objective test
    - Lie scale

# The Trait Perspective



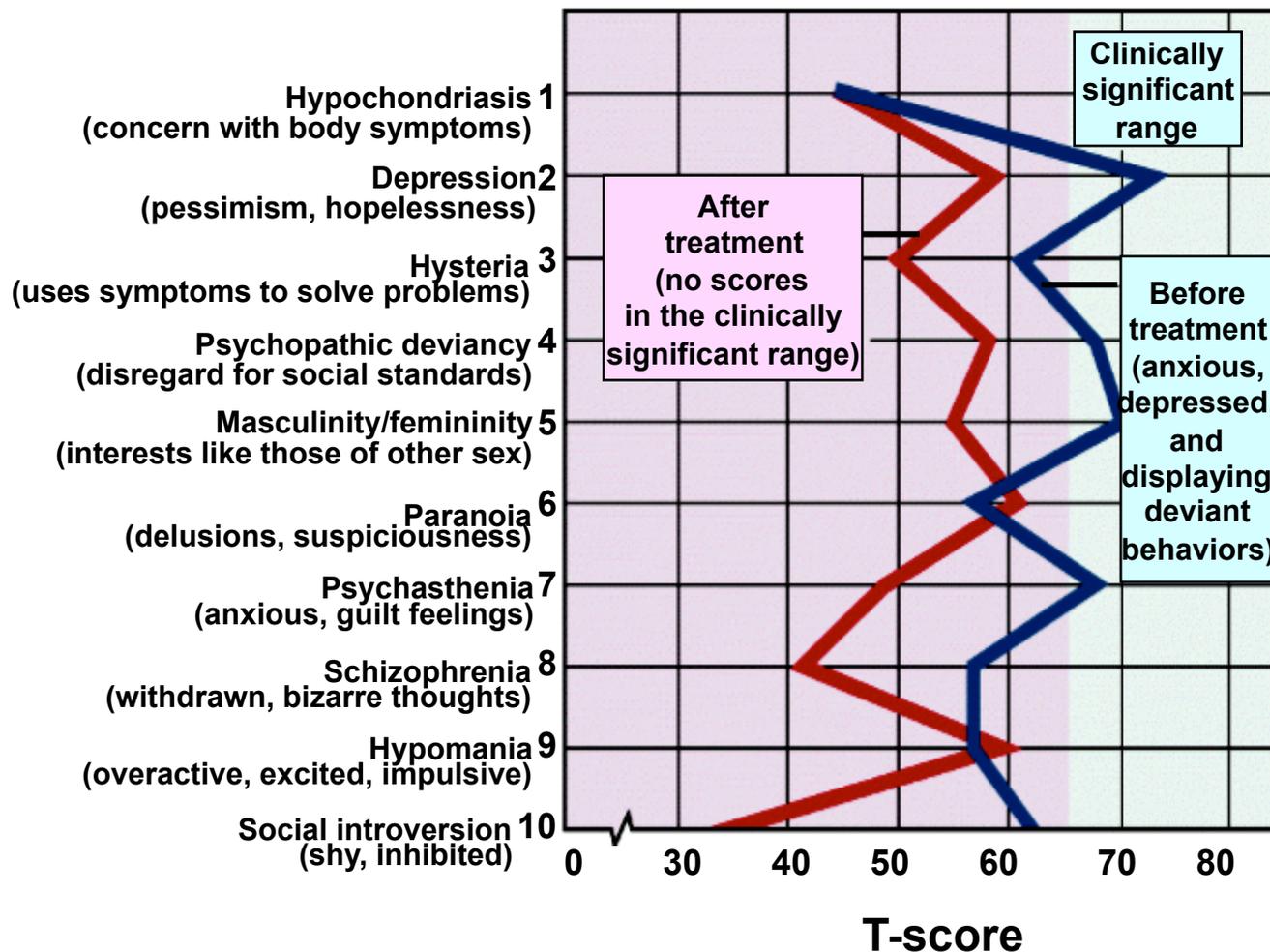
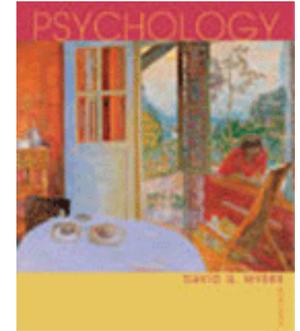
- Minnesota Multiphasic Personality Inventory (MMPI)
  - the most widely researched and clinically used of all personality tests
  - originally developed to identify emotional disorders (still considered its most appropriate use)
  - now used for many other screening purposes

# The Trait Perspective



- Empirically Derived Test
  - a test developed by testing a pool of items and then selecting those that discriminate between groups
  - such as the MMPI

# The Trait Perspective



- Minnesota Multiphasic Personality Inventory (MMPI) test profile

# The Big Five Factors

- The Big Five
  - Conscientiousness
  - Agreeableness
  - Neuroticism
    - Emotional stability vs instability
  - Openness
  - Extraversion



# The Big Five Factors

## THE "BIG FIVE" PERSONALITY FACTORS

(Memory tip: Picturing a **CANOE** will help you recall these.)

Trait Dimension	Endpoints of the Dimension
-----------------	----------------------------

<b>C</b>	
----------	--

<b>A</b>	
----------	--

<b>N</b>	
----------	--

<b>O</b>	
----------	--

<b>E</b>	
----------	--

# The Big Five Factors

## THE "BIG FIVE" PERSONALITY FACTORS

(Memory tip: Picturing a **CANOE** will help you recall these.)

Trait Dimension	Endpoints of the Dimension	
Conscientiousness	Organized	←————→ Disorganized
	Careful	←————→ Careless
	Disciplined	←————→ Impulsive

**A**

**N**

**O**

**E**

# The Big Five Factors

## THE "BIG FIVE" PERSONALITY FACTORS

(Memory tip: Picturing a **CANOE** will help you recall these.)

Trait Dimension	Endpoints of the Dimension	
Conscientiousness	Organized	←————→ Disorganized
	Careful	←————→ Careless
	Disciplined	←————→ Impulsive
Agreeableness	Soft-hearted	←————→ Ruthless
	Trusting	←————→ Suspicious
	Helpful	←————→ Uncooperative

**N**

**O**

**E**

# The Big Five Factors

## THE "BIG FIVE" PERSONALITY FACTORS

(Memory tip: Picturing a **CANOE** will help you recall these.)

Trait Dimension	Endpoints of the Dimension	
<b>Conscientiousness</b>	Organized	←————→ Disorganized
	Careful	←————→ Careless
	Disciplined	←————→ Impulsive
<b>Agreeableness</b>	Soft-hearted	←————→ Ruthless
	Trusting	←————→ Suspicious
	Helpful	←————→ Uncooperative
<b>Neuroticism</b> (emotional stability vs. instability)	Calm	←————→ Anxious
	Secure	←————→ Insecure
	Self-satisfied	←————→ Self-pitying

**O**

**E**

# The Big Five Factors

## THE "BIG FIVE" PERSONALITY FACTORS

(Memory tip: Picturing a **CANOE** will help you recall these.)

Trait Dimension	Endpoints of the Dimension	
<b>Conscientiousness</b>	Organized	←————→ Disorganized
	Careful	←————→ Careless
	Disciplined	←————→ Impulsive
<b>Agreeableness</b>	Soft-hearted	←————→ Ruthless
	Trusting	←————→ Suspicious
	Helpful	←————→ Uncooperative
<b>Neuroticism</b> (emotional stability vs. instability)	Calm	←————→ Anxious
	Secure	←————→ Insecure
	Self-satisfied	←————→ Self-pitying
<b>Openness</b>	Imaginative	←————→ Practical
	Preference for variety	←————→ Preference for routine
	Independent	←————→ Conforming

**E**

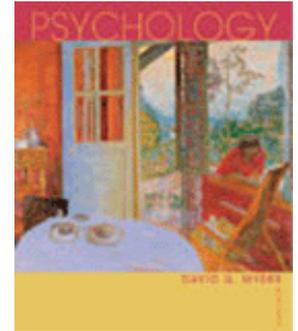
# The Big Five Factors

## THE "BIG FIVE" PERSONALITY FACTORS

(Memory tip: Picturing a **CANOE** will help you recall these.)

Trait Dimension	Endpoints of the Dimension	
<b>Conscientiousness</b>	Organized	←————→ Disorganized
	Careful	←————→ Careless
	Disciplined	←————→ Impulsive
<b>Agreeableness</b>	Soft-hearted	←————→ Ruthless
	Trusting	←————→ Suspicious
	Helpful	←————→ Uncooperative
<b>Neuroticism</b> (emotional stability vs. instability)	Calm	←————→ Anxious
	Secure	←————→ Insecure
	Self-satisfied	←————→ Self-pitying
<b>Openness</b>	Imaginative	←————→ Practical
	Preference for variety	←————→ Preference for routine
	Independent	←————→ Conforming
<b>Extraversion</b>	Sociable	←————→ Retiring
	Fun-loving	←————→ Sober
	Affectionate	←————→ Reserved

# The Trait Perspective



## The “Big Five” Personality Factors

Trait Dimension	Description
<b>Emotional Stability</b>	<b>Calm versus anxious</b> <b>Secure versus insecure</b> <b>Self-satisfied versus self-pitying</b>
<b>Extraversion</b>	<b>Sociable versus retiring</b> <b>Fun-loving versus sober</b> <b>Affectionate versus reserved</b>
<b>Openness</b>	<b>Imaginative versus practical</b> <b>Preference for variety versus preference for routine</b> <b>Independent versus conforming</b>
<b>Extraversion</b>	<b>Soft-hearted versus ruthless</b> <b>Trusting versus suspicious</b> <b>Helpful versus uncooperative</b>
<b>Conscientiousness</b>	<b>Organized versus disorganized</b> <b>Careful versus careless</b> <b>Disciplined versus impulsive</b>

*Source: Adapted from McCrae & Costa (1986, p. 1002).*

# The Big Five Factors

- Questions on The Big Five
  - How stable are the traits?
  - How heritable are the traits?
  - Do the traits predict other personal attributes?

# Evaluating the Trait Perspective

## *The Person-Situation Controversy*

- Person-situation controversy
  - Are traits consistent?
  - Can traits predict behavior?



*“Mr. Coughlin over there was the founder of one of the first motorcycle gangs.”*

# The Social-Cognitive Perspective

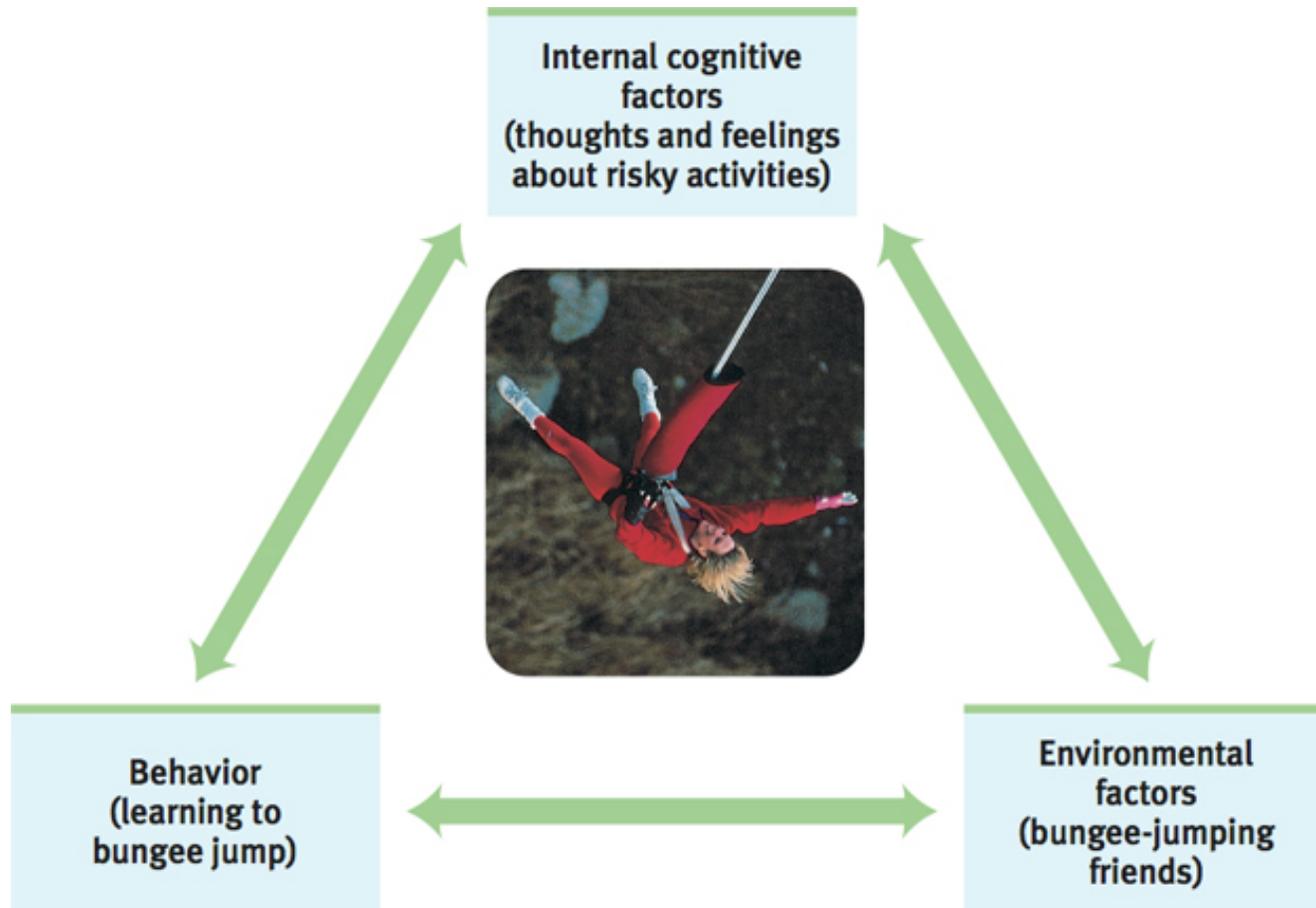


# The Social-Cognitive Perspective

- Social-cognitive perspective
  - Social-behavioral approach

# Reciprocal Influences

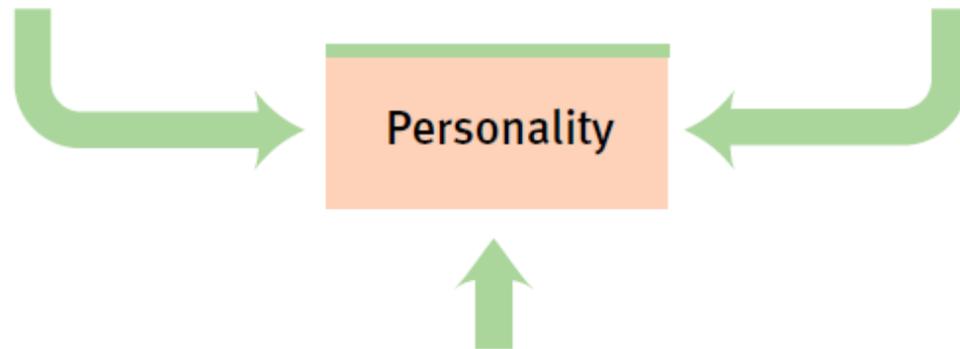
- Reciprocal determinism



# Reciprocal Influences

- Ways individuals and the environment interact
  - Different people choose different environments
  - Our personalities shape how we interpret and react to events
  - Our personalities help create situations to which we react

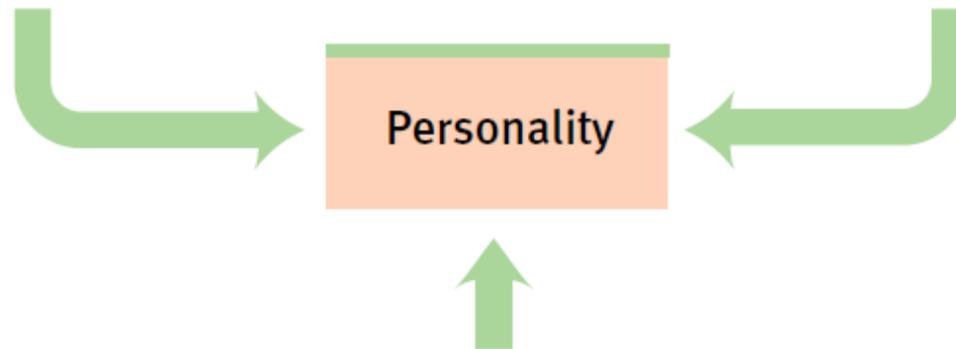
# The Biopsychosocial Approach to the Study of Personality



# The Biopsychosocial Approach to the Study of Personality

## Biological influences:

- genetically determined temperament
- autonomic nervous system reactivity
- brain activity



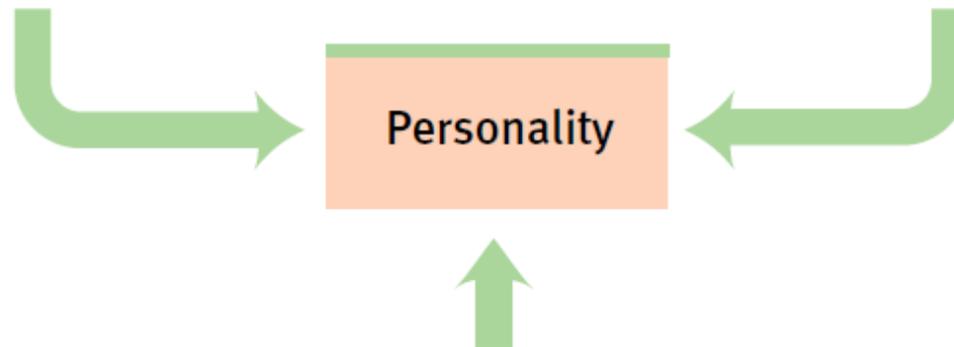
# The Biopsychosocial Approach to the Study of Personality

## Biological influences:

- genetically determined temperament
- autonomic nervous system reactivity
- brain activity

## Psychological influences:

- learned responses
- unconscious thought processes
- expectations and interpretations



# The Biopsychosocial Approach to the Study of Personality

## Biological influences:

- genetically determined temperament
- autonomic nervous system reactivity
- brain activity

## Psychological influences:

- learned responses
- unconscious thought processes
- expectations and interpretations

Personality

```
graph TD; A[Biological influences] --> D[Personality]; B[Psychological influences] --> D; C[Social-cultural influences] --> D;
```

## Social-cultural influences:

- childhood experiences
- influence of the situation
- cultural expectations
- social support

# Personal Control

- Personal control
  - Two ways to study personal control
    - Correlate people's feelings of control with their behaviors and achievements
    - Experiment by raising and lowering people's sense of control and noting the effects

# Personal Control

## *Internal Versus External Locus of Control*

- Internal versus external locus of control
  - External locus of control
  - Internal locus of control

# Personal Control

## *Depleting and Strengthening Self-Control*

- Self-control



# Personal Control

## *Benefits of Personal Control*

- Learned helplessness

# Personal Control

## *Benefits of Personal Control*

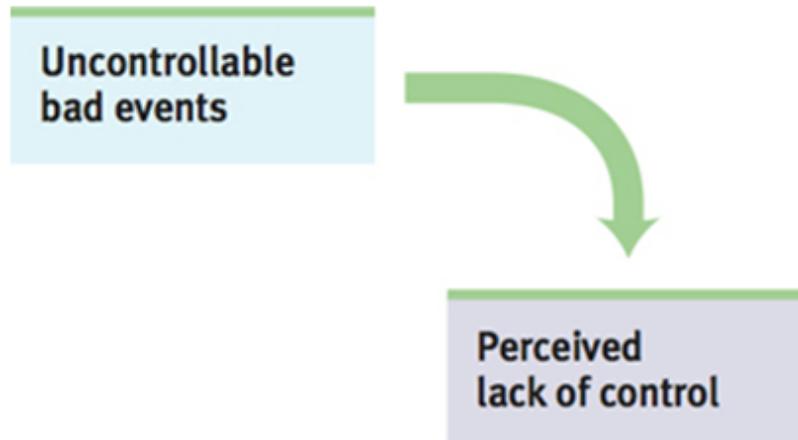
- Learned helplessness

Uncontrollable  
bad events

# Personal Control

## *Benefits of Personal Control*

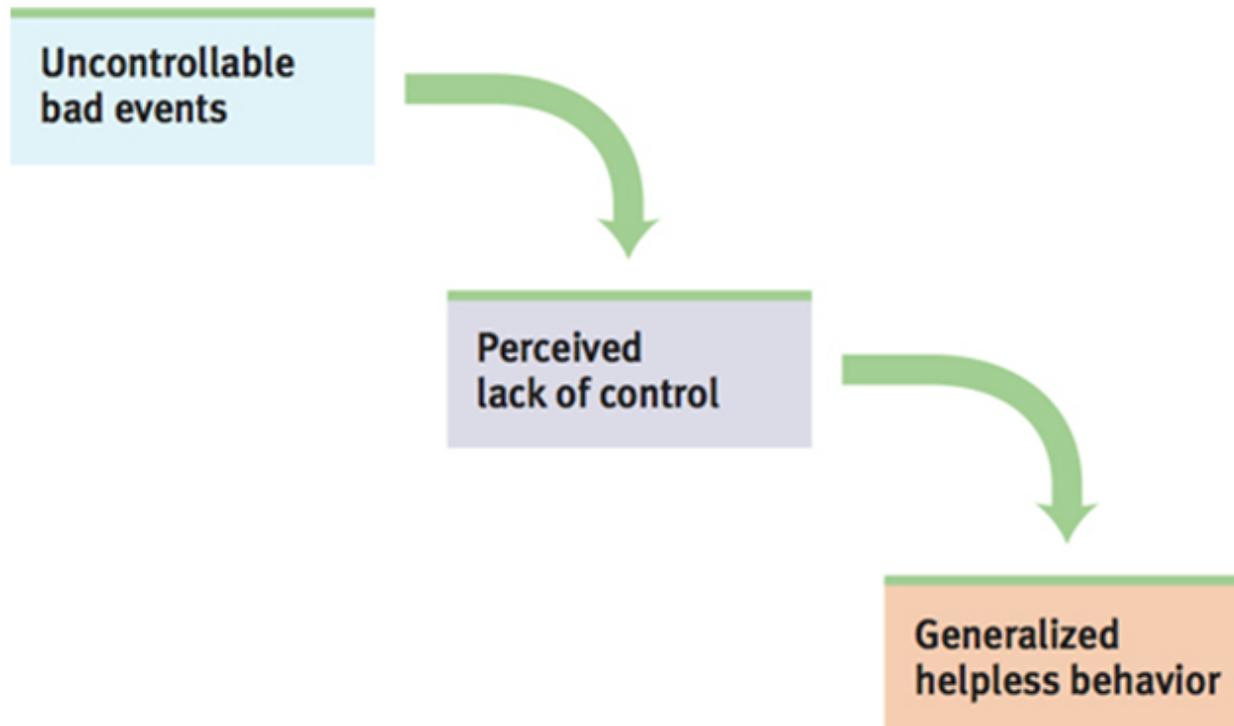
- Learned helplessness



# Personal Control

## *Benefits of Personal Control*

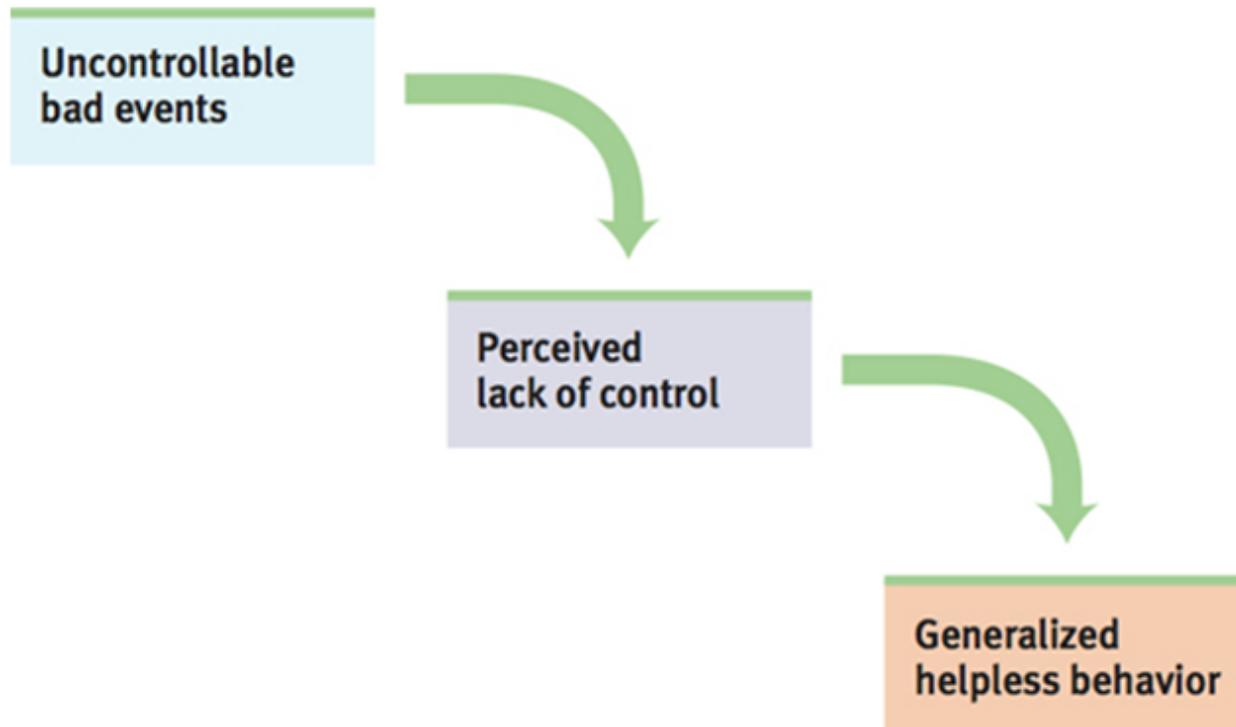
- Learned helplessness



# Personal Control

## *Benefits of Personal Control*

- Learned helplessness
- Tyranny of choice



# Personal Control

## *Optimism Versus Pessimism*

- Optimism and Health
- Excessive Optimism
- Blindness to one's own incompetence
- Positive psychology



*"We just haven't been flapping them hard enough."*

# Assessing Behavior in Situations

- US Army spy training
- Business use of simulations



# Evaluating the Social-Cognitive Perspective

- Based on research
- Focuses too much on the situation







# Comparing Research Methods

## COMPARING RESEARCH METHODS USED TO INVESTIGATE PERSONALITY

Research Method	Description	Perspectives incorporating this method	Benefits	Weaknesses
Case study	In-depth study of one.	Psychoanalytic, humanistic	Less expensive than other methods.	May not generalize to the larger population.
Survey	Systematic questioning of a random sample of the population.	Trait, social-cognitive, positive psychology	Results tend to be reliable and can be generalized to the larger population.	May be expensive; correlational findings.
Projective tests (e.g., TAT and Rorschach)	Ambiguous stimuli designed to trigger projection of inner dynamics.	Psychodynamic	Designed to get beneath the conscious surface of a person's self-understanding may be a good ice-breaker.	Results have weak validity and reliability.

# Comparing Research Methods

## COMPARING RESEARCH METHODS USED TO INVESTIGATE PERSONALITY

Research Method	Description	Perspectives incorporating this method	Benefits	Weaknesses
Case study	In-depth study of one.	Psychoanalytic, humanistic	Less expensive than other methods.	May not generalize to the larger population.
Survey	Systematic questioning of a random sample of the population.	Trait, social-cognitive, positive psychology	Results tend to be reliable and can be generalized to the larger population.	May be expensive; correlational findings.
Projective tests (e.g., TAT and Rorschach)	Ambiguous stimuli designed to trigger projection of inner dynamics.	Psychodynamic	Designed to get beneath the conscious surface of a person's self-understanding may be a good ice-breaker.	Results have weak validity and reliability.
Personality Inventories, such as Myers-Briggs, the MMPI, and (thanks to factor analysis) the Big Five	Objectively scored groups of questions designed to identify personality dispositions.	Trait	Generally reliable and empirically validated.	Explore limited number of traits.

# Comparing Research Methods

## COMPARING RESEARCH METHODS USED TO INVESTIGATE PERSONALITY

Research Method	Description	Perspectives incorporating this method	Benefits	Weaknesses
Case study	In-depth study of one.	Psychoanalytic, humanistic	Less expensive than other methods.	May not generalize to the larger population.
Survey	Systematic questioning of a random sample of the population.	Trait, social-cognitive, positive psychology	Results tend to be reliable and can be generalized to the larger population.	May be expensive; correlational findings.
Projective tests (e.g., TAT and Rorschach)	Ambiguous stimuli designed to trigger projection of inner dynamics.	Psychodynamic	Designed to get beneath the conscious surface of a person's self-understanding may be a good ice-breaker.	Results have weak validity and reliability.
Personality Inventories, such as Myers-Briggs, the MMPI, and (thanks to factor analysis) the Big Five	Objectively scored groups of questions designed to identify personality dispositions.	Trait	Generally reliable and empirically validated.	Explore limited number of traits.
Observation	Studying how individuals react in different situations.	Social-cognitive	Allows researchers to study the effects of environmental factors on the way an individual's personality is expressed.	Results may not apply to the larger population.

# Comparing Research Methods

COMPARING RESEARCH METHODS USED TO INVESTIGATE PERSONALITY				
Research Method	Description	Perspectives incorporating this method	Benefits	Weaknesses
Case study	In-depth study of one.	Psychoanalytic, humanistic	Less expensive than other methods.	May not generalize to the larger population.
Survey	Systematic questioning of a random sample of the population.	Trait, social-cognitive, positive psychology	Results tend to be reliable and can be generalized to the larger population.	May be expensive; correlational findings.
Projective tests (e.g., TAT and Rorschach)	Ambiguous stimuli designed to trigger projection of inner dynamics.	Psychodynamic	Designed to get beneath the conscious surface of a person's self-understanding may be a good ice-breaker.	Results have weak validity and reliability.
Personality Inventories, such as Myers-Briggs, the MMPI, and (thanks to factor analysis) the Big Five	Objectively scored groups of questions designed to identify personality dispositions.	Trait	Generally reliable and empirically validated.	Explore limited number of traits.
Observation	Studying how individuals react in different situations.	Social-cognitive	Allows researchers to study the effects of environmental factors on the way an individual's personality is expressed.	Results may not apply to the larger population.
Experimentation	Manipulate variables, with random assignment to conditions.	Social-cognitive	Discerns cause and effect.	Some variables cannot feasibly or ethically be manipulated.

# Exploring the Self



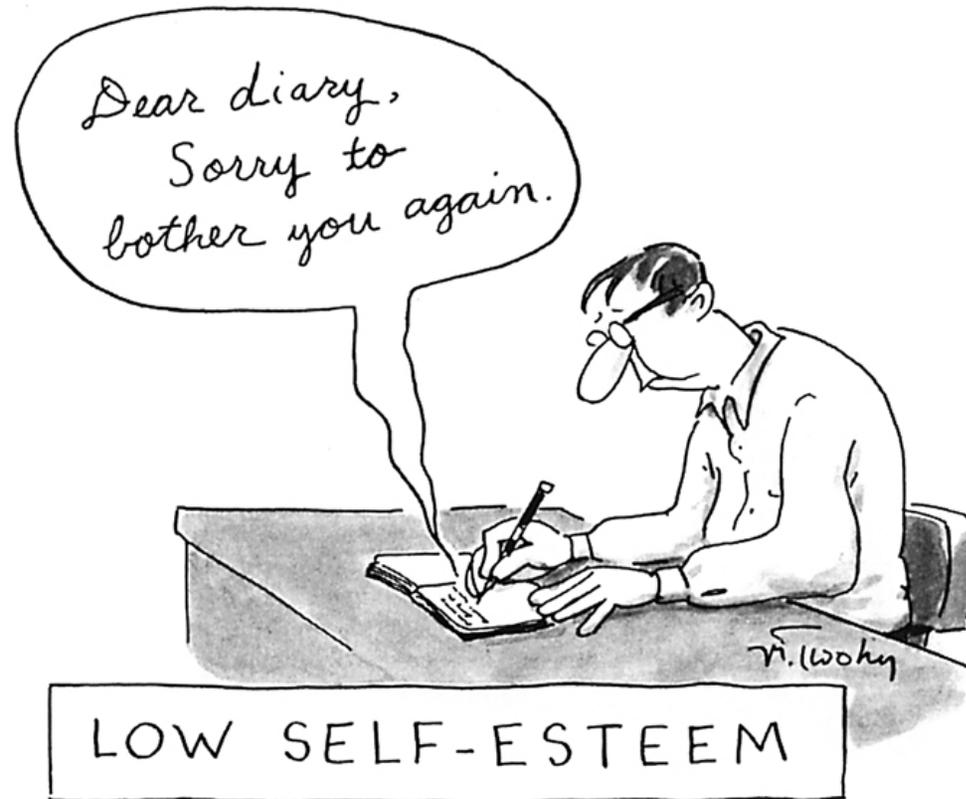
# Introduction

- Self
  - Possible selves
  - Spotlight effect



# The Benefits of Self-Esteem

- Self-esteem



# Self-Serving Bias

- Self-serving bias
  - People accept more responsibility for good deeds than for bad, successes than failures
  - Most people see themselves as better than average
- Defensive self-esteem

# Culture and the Self

- Individualism
- Collectivism











# Individualism versus Collectivism

VALUE CONTRASTS BETWEEN INDIVIDUALISM AND COLLECTIVISM		
Concept	Individualism	Collectivism
Self	Independent (identity from individual traits)	Interdependent (identity from belonging)
Life task	Discover and express one's uniqueness	Maintain connections, fit in, perform role
What matters	Me—personal achievement and fulfillment; rights and liberties; self-esteem	Us—group goals and solidarity; social responsibilities and relationships; family duty
Coping method	Change reality	Accommodate to reality

# Individualism versus Collectivism

VALUE CONTRASTS BETWEEN INDIVIDUALISM AND COLLECTIVISM		
Concept	Individualism	Collectivism
Self	Independent (identity from individual traits)	Interdependent (identity from belonging)
Life task	Discover and express one's uniqueness	Maintain connections, fit in, perform role
What matters	Me—personal achievement and fulfillment; rights and liberties; self-esteem	Us—group goals and solidarity; social responsibilities and relationships; family duty
Coping method	Change reality	Accommodate to reality
Morality	Defined by individuals (self-based)	Defined by social networks (duty-based)

# Individualism versus Collectivism

VALUE CONTRASTS BETWEEN INDIVIDUALISM AND COLLECTIVISM		
Concept	Individualism	Collectivism
Self	Independent (identity from individual traits)	Interdependent (identity from belonging)
Life task	Discover and express one's uniqueness	Maintain connections, fit in, perform role
What matters	Me—personal achievement and fulfillment; rights and liberties; self-esteem	Us—group goals and solidarity; social responsibilities and relationships; family duty
Coping method	Change reality	Accommodate to reality
Morality	Defined by individuals (self-based)	Defined by social networks (duty-based)
Relationships	Many, often temporary or casual; confrontation acceptable	Few, close and enduring; harmony valued

# Individualism versus Collectivism

VALUE CONTRASTS BETWEEN INDIVIDUALISM AND COLLECTIVISM		
Concept	Individualism	Collectivism
Self	Independent (identity from individual traits)	Interdependent (identity from belonging)
Life task	Discover and express one's uniqueness	Maintain connections, fit in, perform role
What matters	Me—personal achievement and fulfillment; rights and liberties; self-esteem	Us—group goals and solidarity; social responsibilities and relationships; family duty
Coping method	Change reality	Accommodate to reality
Morality	Defined by individuals (self-based)	Defined by social networks (duty-based)
Relationships	Many, often temporary or casual; confrontation acceptable	Few, close and enduring; harmony valued
Attributing behavior	Behavior reflects one's personality and attitudes	Behavior reflects social norms and roles

**The End**