

## TOPIC 4 PERSONALITY

### **Worksheet 16 Conceptions of personality**

**Begin here by describing – in any terms you want – the sort of person you think you are.**

The way you choose to describe yourself is a matter of personal choice. Any way is acceptable, simply because this question is designed to start you thinking about what the idea of personality is about. You might describe yourself by a series of adjectives (*outgoing, confident, sociable, intelligent, helpful, etc*), or you might describe some aspects of your behaviour (“*When I am with friends I ...*”, or “*I always try to ...*”, *etc*). Any approach will have some relevance when we look at the theories of intelligence later in this worksheet.

**In thirty years from now, do you expect to be more similar to, or more different from, how you are now?**

You may give either answer. Many people think that in thirty years a person would change a lot, and probably be more different than similar to how they are now. But studies show that personality is very resistant to change. We will discuss this more later.

#### Ways of explaining personality

What I do is due to my own unique and individual characteristics – it is just the sort of person I am.

My life has made me the way I am – I just react according to this, and it is beyond my control

I make decisions about what to do with my life – I choose to be who I am, and to become what I can

	What I do is due to my own unique and individual characteristics – it is just the sort of person I am.	My life has made me the way I am – I just react according to this, and it is beyond my control	I make decisions about what to do with my life – I choose to be who I am, and to become what I can
<b>SCENARIO 1</b> Teenage Burglar	I guess I'm inconsiderate. I think I am too easily led.	I don't know. I don't know what made me do it.	I was feeling bored. We decided to do it just for the kicks.
<b>SCENARIO 2</b> Volunteer Workers	I have always been a caring and empathetic person.	It is just something I have always wanted to do.	It is important to me, and I know I am a better person for it.
<b>SCENARIO 3</b> Hermit Lifestyle	I am just a self-sufficient, reserved and detached sort of person.	Something inside just tells me this is the way to live.	I am secure in myself, and have a strong desire to be independent.

## Psychodynamic Theories

### The structure of the human mind:

Many examples are possible here. One more example for each category is given below:

Our level of awareness of our thoughts	Types of thoughts at this level	Examples of different types of thoughts
<p><b>CONSCIOUS LEVEL</b></p> <p>Thoughts in our mind right now – things we are aware of right now.</p>	Current thoughts	eg This activity is hard <hr/> 1. Is this example OK? <hr/> 2.
	Current sensations	eg I feel hot and tired <hr/> 1. My head is aching <hr/> 2.
	Current feelings	eg I feel embarrassed <hr/> 1. I feel pleased with this answer <hr/> 2.
	Current attitudes	eg I love psychology <hr/> 1. It is important to get this work done <hr/> 2.
	Current ideas	eg Think I'll get a pizza <hr/> 1. I'll finish this page then get a drink <hr/> 2.
<p><b>PRECONSCIOUS LEVEL</b></p> <p>Thoughts 'in the back of your mind' – things we are not immediately aware of, but can bring to mind easily</p>	Things that happened yesterday	eg Got psych homework <hr/> 1. It was good talking to Darren <hr/> 2. <hr/> 3.
	Things that happened this morning	eg Forgot breakfast <hr/> 1. Tried on the new shoes <hr/> 2. <hr/> 3.
	Things I did last week	eg Had my hair cut <hr/> 1. It was good to style my hair a new way <hr/> 2. <hr/> 3.

<p><b>SUBCONSCIOUS LEVEL</b></p> <p><b>Hidden thoughts – things we are not aware of and cannot easily bring to mind.</b></p>	<p><b>Childhood dreams</b></p>	<p>eg Want to be a princess</p> <hr/> <p>1. I'll be a footy hero one day</p> <hr/> <p>2.</p> <hr/> <p>3.</p>
	<p><b>Harmful thoughts</b></p>	<p>eg I hate and despise Alf</p> <hr/> <p>1. I wish she was never born</p> <hr/> <p>2.</p> <hr/> <p>3.</p>
	<p><b>Embarrassing ideas</b></p>	<p>eg Dye my hair purple!</p> <hr/> <p>1. I'll go to Jacki's party dressed in drag</p> <hr/> <p>2.</p> <hr/> <p>3.</p>
	<p><b>Hidden fears</b></p>	<p>eg I can't talk to girls</p> <hr/> <p>1. I'll never be any good at anything</p> <hr/> <p>2.</p> <hr/> <p>3.</p>
	<p><b>Traumatic events</b></p>	<p>eg Car accident when six</p> <hr/> <p>1. Mum &amp; Dad's big fight</p> <hr/> <p>2.</p> <hr/> <p>3.</p>
	<p><b>Unacceptable feelings</b></p>	<p>eg Grade 3 teacher is sexy</p> <hr/> <p>1. Jealous when Mum kisses Dad</p> <hr/> <p>2.</p> <hr/> <p>3.</p>

**The structure of the human personality**

*(Refer page 118)*

You will have expressed these differently, but the ideas should be similar:

<b>SCENARIO</b>	<b>ID</b> <b>Pleasure Principle</b>	<b>SUPER-EGO</b> <b>Moral Principle</b>	<b>EGO</b> <b>Reality Principle</b>
<b>You want to ask a girl out, but you think she might be going out with a friend.</b>	"Go for it – she's great – you'll have a great time"	"Don't you dare – you can't do that when she is going out with someone else"	"Why don't you ask around and check whether she is still going out with someone else before you ask her"
<b>You have a lot of homework tonight but a friend wants to go to the basketball game.</b>	Go to the game – you can always do the homework tomorrow.	Get the homework done – you know it is more important.	Why not get most of the homework done, then go for the second half of the game.
<b>The boss has overpaid you this week. You need the money, but you didn't really earn it. And what if he realises the mistake later?</b>	Keep it. If he finds out, just say you didn't realise. He makes more than you anyway – he can afford it.	Give it back, it's not yours.	If you do give it back, the boss will think highly of you and might even give you some extra anyway.
<b>You are trying to give up chocolate, but that vending machine is really calling out to you! Maybe just one?</b>	Get one. One chocolate never hurt anyone.	Don't do it. You have to be strong.	Set a realistic limit, sat two a week. If you have this one, you can't have one for the next three days. Your choice.
Your assignment is late, and your friend has offered you her results and references if you want to use them.	Take them, but change the wording a bit so the teacher doesn't realise.	Don't take them – it is wrong, and you won't learn anything from doing it that way. It really won't help in the long run.	Maybe ask your friend to help you work out your own results to save time. That way it is still your own work.

**The stages we go through in our development:**

STAGE	APPROX. AGE	FOCUS OF PLEASURE	FEATURES OF THIS STAGE
<b>Oral</b>	0 - 1	mouth	Child enjoys sucking (breast, thumb), biting, chewing.  <i>If unresolved can lead to:</i> nail biting, smoking, chewing gum, overeating, alcoholism, kissing.
<b>Anal</b>	1 - 3	process of elimination	Attention focuses on the process of elimination, and during toilet training the child learns to either 'hold on' or to 'let go'.  <i>If unresolved can lead to:</i> hoarding and being excessively clean, orderly and stingy ('holding on'), or being disorderly, cruel and destructive ('letting go').
<b>Phallic</b>	4 - 6	sex organs	Focus of attention on the sex organs, and also a suggested attraction to the opposite-sex parent.  <i>If unresolved can lead to:</i> Psychological development is unlikely to be healthy if conflicts are unresolved in this stage – child may not develop a conscience, for example
<b>Latency</b>	6 - 12	(none)	Sexuality becomes dormant for about six years.  Freud believed psychosexual development ceases for this time.
<b>Genital</b>	12 – rest of life	sexual relationships	During puberty, the genitals are the focus of energies and mature sexual relationships develop.  Freud saw the emotional fluctuations and conflicts of puberty as an indication that earlier unresolved conflicts are re-appearing.

The answers here are entirely your opinion. Many are considered controversial, meaning that there is no general agreement about their status. The important thing is to be aware of these ideas and to think about them as a way of coming to terms with Freud's theory.

<b>Freud's propositions</b>	<b>Your opinion</b>
The first years of life help shape adult personality.	_____
There is some deep reason why we all have different personalities.	_____
Much of our behaviour is controlled by our unconscious mind.	_____
The years from 6 to 12 years old are free from sexuality and not important in our development.	_____
Males need a strong or dominant father in order to develop a conscience.	_____
Personality develops in a series of stages.	_____
Feeding, toilet training and early sexual experiences are important in the formation of personality.	_____
Young children develop a sexual attraction to their opposite sex parents.	_____
His ideas are difficult to accept because they are based mainly on his observations in his clinic and have not been tested scientifically.	_____
Poor toilet training can have a significant influence on adult personality, leading to characteristics referred to as 'anal retentive', for example.	_____

## Humanistic theories

*(Refer page 121)*

These questions are to introduce you to some of the ideas you will meet as we explore this area of the personality topic. Your answers are personal and are not right or wrong.

**Think about Dan, Soo-Lin and Bob. Do you think each of them seems well-adjusted? Do you think each receives or received unconditional positive regard from important people in their lives? Explain your reasoning.**

**Dan:** Seems popular and well accepted by family and friends. He probably receives unconditional positive regard from his parents, and is probably well adjusted.

**Soo-Lin:** Probably receives unconditional positive regard from her family, because she does exactly what is required of her for their well-being despite their difficult living conditions.

**Bob:** Probably receives unconditional positive regard from his wife and other family members (including Chloe), and is probably highly regarded in the community for his work at the yacht club and Rotary. He seems well adjusted.

**In reviewing the case studies, what is your perception of how each would describe themselves? Identify whether they have congruence – is their self-concept consistent with reality? Justify your reasoning.**

All three seem to have congruence. Despite their different lives and situations, each seems to be fairly realistic about him or herself as a person, and none of them seems to be portraying a self-image that is out of step with reality.

**Explain the level of needs you believe each of our three cases is spending most of their time fulfilling in their lives at the moment, and whether each is likely to reach the highest level of self-actualisation at some stage in their life. Explain the reasoning behind your answers.**

**Dan:** Most of his time is spent on meeting his ‘belonging and love’ and ‘esteem’ needs. He is safe and secure in his life, and – as with most teenagers – the need to belong to the group (and be accepted by the new girlfriend) is of great importance.

**Soo-Lin:** A very different story. Most of her time is spent meeting her ‘physiological’ and ‘safety’ needs, and those of her family – providing food, water and shelter, and protecting her family from rebel raids.

**Bob:** Most of the lower order needs are met – except during the heart surgery – so his focus is on needs such as ‘cognitive’ (learning the finer points of sailing), and ‘self-actualisation’ (through his work with Rotary, for example). Bob is probably approaching self-actualisation, Dan possibly will later in his life, but Soo-Lin is unlikely to.

**Trait theories**

These questions are to introduce you to some of the ideas related to trait theories of personality. The answers are based on personal opinion:

**....Write those five words (Refer top page 126)**

The answer to this question reveals some of the *traits* you believe you have.

In the table below, the ‘well known person’ done as an example is Australia’s current cricket captain, Ricky Ponting. The answers given indicate some of the traits he *appears* to have, though we might not see the real him:

LEVEL OF TRAITS	‘John’ (not his real name)	Well known person (Ricky Ponting)	You
<b>Common Traits</b> (list up to 5)	laid back, friendly, laconic, laughs at self, cheeky	relaxed sense of humour friendly laconic enjoys fun with friends	
<b>Cardinal trait</b>	NONE	NONE	
<b>Central Traits</b> (list about 5)	Sensitive, optimistic, generous, independent, artistic	determined hard working competitive happy	
<b>Individual Traits</b> (list at least 5)	votes liberal, dresses well, loves to party, disorganised, loves classical music	chatty enjoys a bet casual supports his mates	

**Summarise your new dog’s traits:**

These sample answers illustrate how you might answer this question if you chose, for example, a golden retriever as your pet:

Common Traits                    intelligent   gentle   friendly

Central Traits                    quiet   individual   friendly

Individual Traits                inquisitive   mischievous   lazy

*(you have to have a guess at this one because you don’t know yet)*

*(refer page 128)*

Everyone will answer this one differently. Compare your answers with at least one other person, and see if you both agree with each other’s opinions of themselves. A sample profile is shown below:

	1	2	3	4	5	6	7	8	9	10	
reserved			X								outgoing
concrete thinker								X			abstract thinker
affected by feelings	X										emotionally stable
submissive			X								dominant
serious			X								happy-go-lucky
expedient									X		conscientious
shy			X								bold
tough minded									X		sensitive
trusting						X					suspicious
practical						X					imaginative
forthright			X								shrewd
self-assured			X								apprehensive
conservative			X								experimenting
group dependent				X							self-sufficient
undisciplined			X								self-controlled
relaxed							X				tense



**Worksheet 17 Experiences, events and interventions**

Personality is a **person's** unique and **stable behaviour** patterns.

It describes and explains how we **act, feel** and **think** in response to life's **situations**.

In the sample answers below, examples have been included of all three types of responses – thoughts, feelings and actions. Did you include all three in your answers?

<b>POSSIBLE PERSONALITY TRAITS</b>	<b>Response to missing out on an important promotion at work</b>	<b>Response to winning a large amount of money</b>	<b>Response to a friend asking to borrow his car for a day</b>
<b>generous</b>	Feels disappointed, but accepts it well. He congratulates the successful applicant.	Donates some to charity, and buys his mother the new car she needs. Feels pleased at seeing his mother's obvious joy.	Feels he would like to, but thinks he might not because the friend is very careless. Asks for a day or two to think it over.
<b>shy</b>	Accepts it quietly.	Feels quietly excited.	Feels apprehensive.
	Feels disappointed, but says or does nothing.	Thinks he might tell friends. Decides not to.	Wants to say no. Lends it to her anyway.
<b>tense</b>	Feels very upset.	Worries about people asking for money, or being robbed.	Says no, then feels really bad about it.
	Gets really upset inside. Clenches fists.	Thinks of investing it all.	Worries for days.
<b>intelligent</b>	Works out how he can turn it to his advantage.	Develops an investment plan. Thinks of the future.	Doesn't want to, but makes a win-win deal with him.
	Feels clever.		Feels good about this idea.

**Personality as presented in the popular media**

Three sample are done here to illustrate how your answers might look:

<b>Character</b>	<b>Theory used for analysis</b>	<b>Question 1</b>	<b>Question 2</b>	<b>Question 3</b>
<b>1</b> <b>Joey</b> <b>(from 'Friends')</b>	Freud's psycho-dynamic theory	What might be one hidden or subconscious thought from his/her past?	Do you think this person's id or superego is the dominant force?	Do you think things remained unresolved from any particular stage of his/her development?
		Always felt picked-on at school	Id – seems to do what feels good	Phallic stage maybe - relationship issues, & underdeveloped conscience
<b>2</b> <b>Indiana Jones</b>	Roger's humanistic theory	Does this person have a positive view of self? Is he/she self-actualised?	Does this person get unconditional positive regard from important others?	Does this person have congruence between his/her self-concept and his/her real self?
		Yes	Seems to, but are these others 'important'??	Yes – what you see is the real thing
		Probably not		
<b>3</b> <b>Superman</b>	Allport's trait theory	What are some common traits he/she has within his/her culture?	Name four of his/her central individual traits.	Name four of his/her secondary traits.
		Cannot say - his culture (Krypton) no longer exists	honest reliable determined serious	hard working serious focused disciplined

**What types of people work in the media industry?**

This table will be answered in a similar way to the one above. Answers will depend on who you choose. One example has been done here:

<b>Actor</b>	<b>Theory used for analysis</b>	<b>Question 1</b>	<b>Question 2</b>	<b>Question 3</b>
<b>1</b> <b>Steve Irwin</b>	Freud's psycho-dynamic theory	What might be one hidden or subconscious thought from his/her past?	Do you think this person's id or superego is the dominant force?	Do you think things remained unresolved from any particular stage of his/her development?
		I put that snake in my Mum's bed	Id	Possibly anal stage (anally expulsive??)
<b>2</b>	Maslow's humanistic theory	Are this person's survival and safety needs being met most of the time?	Is this person's behaviour often motivated by love and belonging and self-esteem needs?	Does this person's behaviour show motivation to meet self-actualisation needs?
<b>3</b>	Cattell's trait theory (16PF)	Of Cattell's 16 pairs of traits, list four in which this person is clearly near one of the extremes.	From the 16, list four where this person is clearly not at one of the extremes.	Can you find one pair of traits in which his/her public image is clearly different to his/her real self?

**Modifying our personality**

One more example has been done here. Your third example should be similar to this:

SCENARIO	Why being assertive matters here	Step 1: Rehearse Before you get into the situation, <b>practice some lines and gestures</b> that will help make your point clearly without anger.	Step 2: Overlearn Keep practising your responses even when you think you have it ready. When you <b>overlearn</b> , you will be able to do it well even under stress.	Step 3: Repeat If you do not receive the response you think you should, <b>keep repeating your request</b> , changing the wording each time.
<b>1.</b> You know you often get angry when <b>people make you wait.</b> You want to be able to handle these situations more assertively.	You have a right to ask for help, so being assertive will help you be able to do this effectively.	‘Excuse me, I wonder would you be able to help me here?’ or ‘Could you help me with this please?’	This will help you avoid getting angry at the assistant.	“May I have some help with this please?” <b>‘In a moment’</b> “I need some help with this account” <b>‘One minute please’</b> ‘There seems to be an error in the total here’ <b>‘I’ll see if Ann is free’</b> etc etc
<b>2.</b> Your teacher returns an assignment with a mark that seems unfair. You think you should question the mark.	You have a right to know how the mark was worked out, and whether it is fair for the work you submitted.	‘I’m not sure I understand why I got this mark. Could you explain it please?’ or ‘Can you please show me where I could have done better here?’	This will help you to insist on a clear explanation if the teacher declines to explain, or tells you that ‘that is just the mark it deserves’.	‘Can you explain this mark please?’ <b>‘It is a fair mark’</b> ‘I need to know where I lost marks’ <b>‘The mark scheme will show you where’</b> ‘It is not clear to me’ <b>‘I marked it the same as everyone else’s’</b> ‘I am unable to see exactly where I could have done better’ etc etc

And something similar for scenario 3

### Worksheet 18 Social Issues and personal growth

List six personality traits that you believe would be associated with the success Sarah has had so far. What six qualities would you expect to find if you met her?

Being successful, Sarah might be expected to have these sorts of qualities:

Confident	Positive	Self-assured
Outgoing	Conscientious	Relaxed

Here are some possible responses from Sarah. Are they similar to your answers?

Situation	Sarah's probable response
<b>She failed a Maths test in Year 8 after being absent with the flu for a week and missing a lot of the work</b>	<b>“Just bad luck getting the flu the week before the test – I know I’ll do better on the next one”</b> (This is the more likely one)
<b>In Year 11 she applied for school captain however was not selected – a close friend of hers won the vote</b>	‘She deserved it, and she will do a great job. I will enjoy working with her and helping her.’
<b>Her parents separated while she was completing Year 10.</b>	‘I know they had some serious issues. It is probably the best thing for them. I will maintain a good relationship with both of them.’
<b>She achieved straight A’s in Year 11 and received the award for highest marks in Psychology</b>	‘I am pleased with the award. I know I worked really hard, and it is good that hard work is rewarded.’

Explanations for breaking up with boyfriends:

	Is it Personal?	Is it Pervasive?	Is it Permanent?
<b>Sarah</b>	It is not my fault. We just drifted apart.	It will not affect other parts of my life.	Life goes on. I will keep on achieving in other areas.
<b>Alana</b>	Typical. I always turn people off. No wonder he doesn’t want to go out with me any more.	My whole life is a mess. I will probably lose my job next.	I bet the next boy I go out with dumps me too. I just keep on messing things up.

	<b>Responses of OPTIMISTIC children</b>	<b>Responses of PESSIMISTIC children</b>
<b>After FAILURES</b>	<ul style="list-style-type: none"> <li>* Problem solving skills remained</li> <li>* Acknowledged they were making mistakes – remained on task</li> <li>* Expressed confidence they would soon be finding success</li> <li>* Said 'I love a challenge'</li> </ul>	<ul style="list-style-type: none"> <li>* Problem solving skills deteriorated</li> <li>* Began to hate the task</li> <li>* Stopped trying</li> </ul>
<b>After SUCCESSSES</b>	<ul style="list-style-type: none"> <li>* Predicted they would solve 90% of similar problems in the future</li> </ul>	<ul style="list-style-type: none"> <li>* Discounted success when they achieved it</li> <li>* Predicted they would solve 50% of similar problems in the future</li> </ul>

**Worksheet 19 Methods of Investigation**

Theorist	Letter	Theorist	Letter
Freud	<u>B</u>	Jung	<u>E</u>
Rogers	<u>F</u>	Maslow	<u>D</u>
Allport	<u>A</u>	Cattell	<u>C</u>

**Everyday example**

Your father wants to have a 'little chat' with your new boyfriend.

Your teacher keeps a checklist of the number of times you disturb others in the class.

You get a two-week trial period on the new job before being employed.

A friend passes you a note in class asking how you feel about people using drugs.

You ask your friend what she thinks about the war in Iraq.

Your hockey coach wants a discussion with you before accepting you in the squad this season.

Your boss asks you to answer some written questions about how to treat customers.

You keep an eye on the new boyfriend at the party to see how he behaves around others.

An agent asks your previous landlord to complete a series of questions about your behaviour.

In English you write a series of short poems expressing your thoughts about depression.

**Most similar to which method?**

Interview

Behavioural Observation

Behavioural Observation

Projective Test

Projective Test

Interview

Personal Inventory

Behavioural Observation

Rating Scales

Projective Test

Each situation has more than one possible answer. The important thing is that you are able to justify your choice.

A *sample* answer is given for each one. Others are possible:

Situation	Most suitable method	Reason
To determine your suitability as a driver before getting a licence	Rating scales	Gathers information from people who have known you for a length of time. Overcomes the possibility of you lying in a test.
To determine whether you are emotionally fit to join the police or army	Projective tests	At this level the use of trained psychologists is possible. This method allows them to test your responses in various situations.
To decide between a range of applicants for a job with a large accountancy firm	Personal Inventories	A practical way to gather data from a large number of applicants. Depending on numbers, interviews and behavioural observation would also be useful.
To determine the mental state of a person who has committed a serious crime	Interviews	Enables the psychologist to explore the person's responses in detail. Projective tests and behavioural observation (likely in an interview anyway) would also be useful.
To determine whether you are suitable for a job working with young children	Behavioural Observation	This method allows the employer to observe you working with the children. Also, rating scales would enable them to explore aspects of your prior work.



**Worksheet 20 Ethical Issues**

The answers here are, to some extent, a matter of opinion. How do your answers compare with these?

Entitled to ask about? ⇓⇓⇓	Join the army	To be a teacher	To be a child care worker	To join the local council	To join the police	To be a doctor	To join a legal firm	If guilty of a serious crime	To get a gun licence	To get a drivers licence
Are you self-confident?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Are you intelligent?	✓	✓	✓	x	✓	✓	✓	x	✓	x
Your sexuality	x	x	x	x	x	x	x	x	x	x
Religious beliefs	✓	x	✓	x	x	✓	✓	✓	✓	x
Are you tense or relaxed?	x	x	✓	x	✓	x	x	x	✓	x
Are you a moody person?	✓	x	✓	x	✓	x	x	✓	✓	x
Are you conscientious?	✓	✓	✓	x	✓	✓	✓	✓	✓	x
Your mental health	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Are you a happy person?	x	x	✓	x	x	x	x	x	x	x
Are you outgoing?	x	x	✓	x	x	x	x	x	x	x