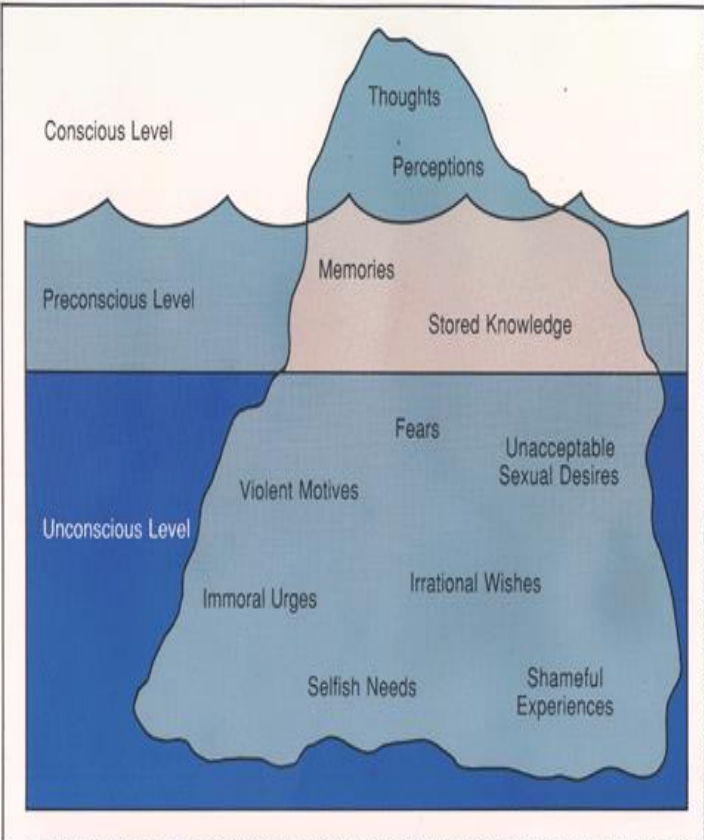


Personality II

Freud

PERS 5 Freud's View of the Human Mind: The Mental Iceberg



Three Main Components

Thoughts and behaviour are guided mainly by the unconscious part of the mind.

Sexual motivation plays a central role in everyday life.

Concept of "infantile sexuality": erotic experiences in infancy and early childhood shape personality in adulthood.

Three Levels of the Mind

Conscious: everything we are aware of at the moment; just the "tip of the iceberg".

Preconscious: memories that we can bring to consciousness.

Unconscious: memories, wishes, and instincts (desires) that are too threatening or painful to bring to consciousness – process for keeping them here = repression

Freud used the Id, Ego, and Superego to try to explain how the mind functions and personality is shaped

Freud's structure of personality



ID

Instinctual & biological urges; lustful, impulsive, fun – **pleasure principle**; completely unconscious
Seeks immediate gratification of impulses (what feels good); ignores consequences
Following the pleasure principle (ID) leads to conflict with others (parents) and results in the development of the EGO in the 2nd and 3rd year of life.

EGO

Rational & thoughtful; based on the reality principle.
The awareness that gratification of impulses has to be delayed in order to accommodate the demands of the real world.

SUPEREGO

Responsible for society's rules of behaviour (moral standards).
Feels guilty if rules are disobeyed.
Based on morality principle, must follow moral standards and rules and breaking them causes guilt.

ID & SUPEREGO are frequently in conflict. Ego must satisfy both = Intra-psychic conflict

We develop defence mechanisms to deal with the demands of the Intra-psychic conflict

12 Defense Mechanisms: Sigmund Freud

- | | |
|----|--|
| 1 | Compensation: Strengthen one to hide another. |
| 2 | Denial: Refuse to face a negative behavior. |
| 3 | Displacement: Take it out on someone else. |
| 4 | Identification: Attach to something positive. |
| 5 | Introjection: Conform feelings for approval. |
| 6 | Projection: See your faults & foibles in others. |
| 7 | Rationalization: Excuse and justify mistakes. |
| 8 | Reaction Formation: Pretend you are different. |
| 9 | Regression: Act much younger to feel better. |
| 10 | Repression: Putting things into darkness. |
| 11 | Ritual & Undoing: Override negative with habit. |
| 12 | Sublimation: Divert negative into acceptable. |

Research and Evaluation

Strengths

The Psychodynamic approach takes into account both sides of the Nature/Nurture debate.

Freud claimed that adult personality is the product of innate drives- i.e., natural motivations or urges we are born with- and childhood experiences- i.e., the way we are raised and nurtured.

Weaknesses

Ignores mediational processes (e.g., thinking)

He thought that females tended to develop weaker superegos and to be more prone to anxiety than males.

Too deterministic (little free-will)

Unfalsifiable (difficult to prove wrong)

Case Studies - Subjective / Cannot generalize results

Simplifying the human mind into the id, ego, and superego and the five psychosexual stages make the approach reductionist.

Adler – individual psychology



Adler disagreed with Freud's view that personality was composed of competing structures

He believed in unity – indivisible entity



Behaviour was consistent and we work towards maintaining this



We know ourselves to be a particular kind of person – and we act accordingly



Social context in personality development - our social world we live in plays a crucial role in who we become and the problems we have in living



Great emphasis on community – 'events in our lives' – no meaning except as participating in a collective whole



Inferiority feelings

Inferiority was borrowed from Darwinism – initially used to label biological disabilities – organ inferiorities that were apparent at birth



He observed that, frequently, individuals worked hard to compensate for their weakness in some way.



The fate of the inferior organ would always depend on the individual and their attitude towards it – the central nervous system participated in this compensation, with increases in growth or specialised function – one armed man; blind person.

Following biological inferiorities – studies with children = imaginary inferiorities resulting from social convention i.e., left-handedness and having red hair.

These social prescribed inferiorities would bring the need for compensation.

Inferiority feelings

Widened the argument further – we all experience inferiority feelings – both psychological and social – beginning at birth owing initially to the helplessness of the human infant.

Parents siblings etc. are all bigger and more competent than we are – and this is the basis for our inferiority feelings.

In this way Adler widened the scope for organ inferiority, claiming that feelings of inferiority are widespread and that, as a way of compensating for it, we all strive for superiority.

We are all striving for mastery in the world, trying to fulfil our potential

A person's attitude towards their inferiority is crucial, as is how significant others in our lives treat us, as the two are thought to interact in complex ways.

If we acknowledge our inferiority, it can serve as the basis for mutual help and cooperation in overcoming problems

We all have inferiority feelings – they allow us to empathise with others who admit to having difficulties and ask for help.

If we become preoccupied with our inferiorities = defensive and develop inferiority complex.

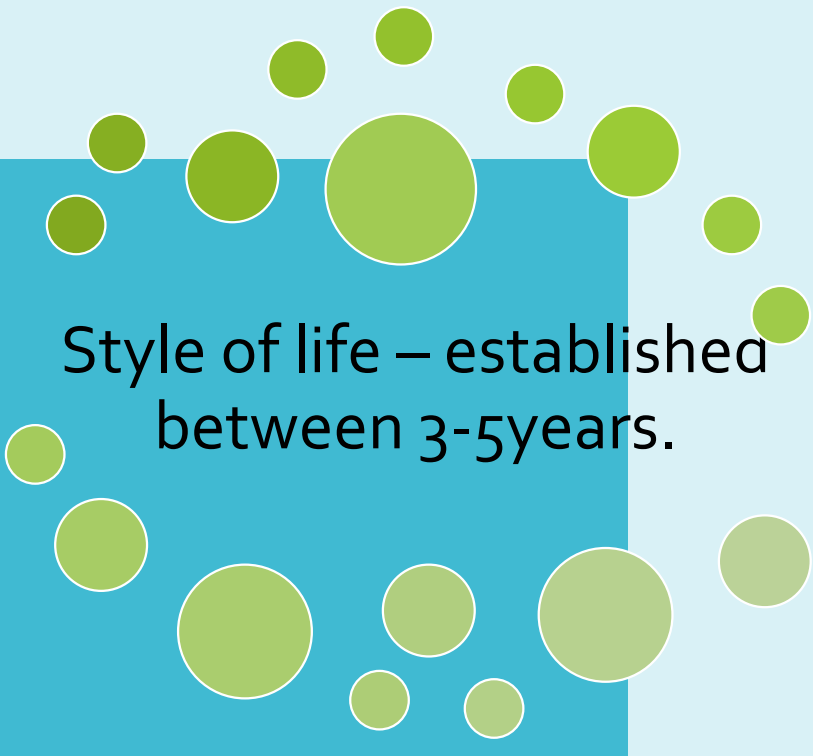
Our energy goes into disguising our inferiority – less likely to trust others or ourselves

People with inferiority complex will not contribute to life – afraid to take risks – fear of failing.

Masculine protest - Overcompensate to make up for these deficiencies = exaggerated sense of their own superiority that others find difficult.



Our goal of superiority was fictitious as we could never realistically achieve it – new challenges to master = how we approach our inferiority determines our attitude to life – 'style of life'.



Style of life – established
between 3-5 years.

Interactional nature
of all relationships –
mother and baby

Mother introduces
the child to the
social life –
mother's role
crucial.

Three basic concerns – work, friendship, love –
parents job to provide accurate conceptions of these.



If the child is
loved/wanted – mother
will concentrate on
teaching social skills for
the future

If mother is dissatisfied
with their role –
concerned with proving
her own superiority –
place competitive
demands on the child =
child develops inferiority
complex if they find
target hard to achieve

Fathers – import too – welfare of the family and society.
Importance of seeing male and females as equals.

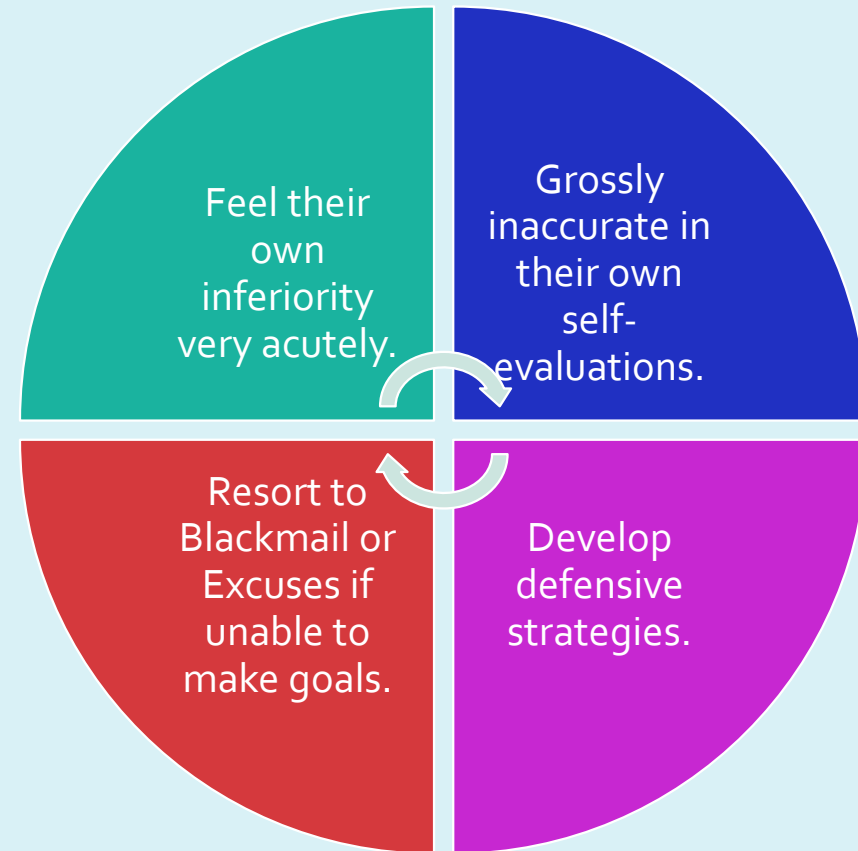
Importance of birth order to personality development – experience family life differently

Family position	Description of personality characteristics
Eldest children	These children are the centre of attention, but with the birth of a sibling they may become what Adler called the 'dethroned monarch'. This child best understands the importance of power and authority, having experienced it and then lost it. Adult characteristics: conservative, support authority, maintain the status quo, excel in intellectual activities and attain high levels of eminence.
Second children	These children are likely to view the elder child as a competitor to be overcome. Their development is highly dependent on how the elder child treated them. If the older child is supportive, then healthy development is more probable. However, if the older child is resentful, problems arise. Adult characteristics: demanding of themselves, sometimes setting unrealistically high goals to ensure their own failure, as then they did not run the risk of upsetting their older sibling.
Youngest children	Remains to some extent the baby of the family, getting most attention, pampering and spoiling by parents. Adult characteristics: high dependency needs, a great need to excel and a need for praise.
Only children	With no sibling rivals and no sibling models, these children are likely to be pampered, especially by the mother. Adult characteristics: have a high need for approval, have great difficulty handling criticism and dislike, intellectually able and high achievers.

Conditions
could be
damaging –
lead to a
neurotic
personality

These are perceived inferiorities that are not compensated for but serve as excuses for the child not to compete in life e.g. asthmatic child uses the condition to avoid sports/outdoor activities. The compensating asthmatic child – driven to excel at sports.

Others –
neglect/rejection
and pampering =
neurotic
personality



Healthy
Development
demands
“Social
Interest”.

Differences
between healthy
and unhealthy
individuals

Innate and
leads us to
help each
other and
work
together.

Need to
cooperate
with others.

Cooperation
is required to
solve the
major
problems in
life.

The Ruling Type.

Lacks social interest and courage and is typified by an intense striving for personal superiority and power.

Exploit others to achieve their goals. Emotionally manipulative

Drug Addicts, Juvenile Delinquents.

Domineering, but successful businessmen – exploiting others, not giving credit – always taking centre stage.

The avoiding type.

Lacking the necessary confidence to solve their problems, these individuals typically try to pretend that the problem doesn't exist. Head in the sand situation. Alternatively they may claim it's not their problem (blame someone else) – not held accountable.

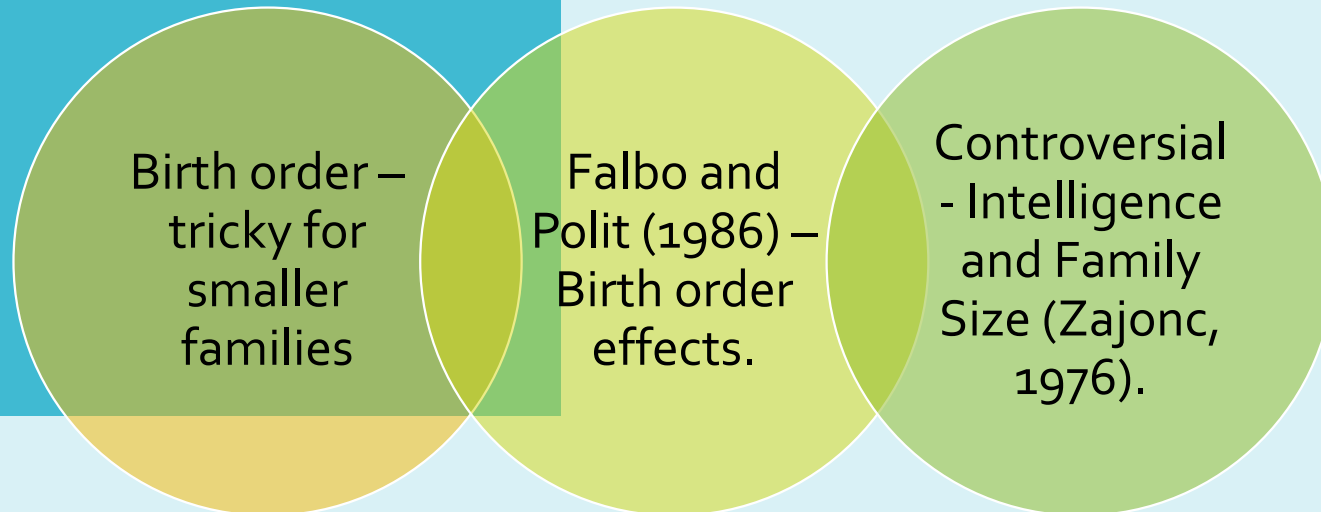
The getting type.

The individuals are relatively passive, making little effort to solve their problems. They will use their charm to get others to do things for them. Alder felt such behaviour was very unhealthy.

The Socially useful type.

Healthy option. Such an individual faces life confidently, with positive social interest, prepared to cooperate with others and to contribute to the welfare of others.

Evaluation



Good description of personality, development, normal and abnormal behaviour – uncomplicated and easy to follow.

Inferiority complex – used today

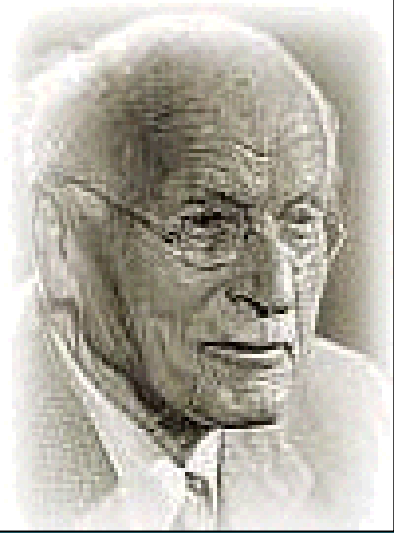
Importance of parents, siblings and interactional style

Although – development of psychopathology – not detailed

Support - Leak and Gardner (1990) Social interest and students.

High Social interest – more mature concepts of love and cooperation.

Low Social interest – Egocentric – game playing in relationships.



Carl Jung

3 Levels of Consciousness

- **Ego:** conscious level; carries out daily activities; like Freud's **Conscious**
- **Personal Unconscious:** individual's thoughts, memories, wishes, impulses; like Freud's **Preconscious + Unconscious**
- **Collective Unconscious:** storehouse of memories inherited from the common ancestors of the whole human race; no counterpart in Freud's theory

The Collective Unconscious

The human mind has innate characteristics "imprinted" on it as a result of evolution. These universal predispositions stem from our ancestral past. Fear of the dark, or of snakes and spiders might be examples.

Jung called these ancestral memories and images archetypes.

Images and thoughts which have universal meanings across cultures which may show up in dreams, literature, art or religion.

Jung believes symbols from different cultures are often very similar because they have emerged from archetypes shared by the whole human race which are part of our collective unconscious.

For Jung, our primitive past becomes the basis of the human psyche, directing and influencing present behaviour. Jung claimed to identify a large number of archetypes but paid special attention to four.

Jungian Archetypes

- **Persona:** your public personality, aspects of yourself that you reveal to others.
- **Shadow:** prehistoric fear of wild animals, represents animal side of human nature.
- **Anima:** feminine archetype in men.
- **Animus:** masculine archetype in women.
- **Others:** God, Hero, Nurturing Mother, Wise Old Man, Wicked Witch, Devil, Powerful Father.

Introvert and Extrovert Personalities

Aside from the theories of the workings of the psyche, Jung also believed that people could be divided by their personality type.

Extroversion

- ⦿ Outgoing, candid and accommodating nature
- ⦿ Easily adapts to given situation
- ⦿ Sets aside possible misgivings to often venture forth with careless confidence into an unknown situation

Introversion

- ⦿ Hesitant, reflective, retiring nature
- ⦿ Keeps this nature to itself
- ⦿ Shrinks from objects
- ⦿ Always slightly on the defensive
- ⦿ Hides behind mistrustful scrutiny

• Extroverts

- Contents of consciousness refer to external things.

• Introverts

- Consciousness refer more to the individual.
- Within the person.

(Jung, 1964)

Whether we are introverts or extroverts, we need to deal with the world, inner and outer. And each of us has our preferred ways of dealing with it, ways we are comfortable with and good at. Jung suggests there are four basic ways, or functions:

Sensing – Getting information by means of the senses. Good at looking and listening and generally getting to know the world. Jung called this one of the irrational functions, meaning that it involved perception rather than judging of information.

Intuitive – perception that works outside of the usual conscious processes. It is irrational or perceptual, like sensing, but comes from the complex integration of large amounts of information, rather than simple seeing or hearing. Jung said it was like seeing around corners.

Thinking – Evaluating information or ideas rationally, logically. Jung called this a rational function, meaning that it involves decision making or judging, rather than simple intake of information.

Feeling – Feeling, like thinking, is a matter of evaluating information, this time by weighing one's overall, emotional response. Jung calls it rational, obviously not in the usual sense of the word.

Later – added
two other
characteristics
added

Judging – Planners – focus on one task, strong desire for closure.

Perceiving – Search for options, delaying tasks to get a fuller picture.

We all have these functions. We just have them in different proportions, you might say.

Each of us has a superior function, which we prefer and which is best developed in us, a secondary function, which we are aware of and use in support of our superior function, a tertiary function, which is only slightly less developed but not terribly conscious, and an inferior function, which is poorly developed and so unconscious that we might deny its existence in ourselves.

Most of us develop only one or two of the functions, but our goal should be to develop all four.

Hirsch and Kummerow (1998).

Extraversion (E)

Like participating in a variety of tasks.

Are often impatient with long, slow jobs.

Are interested in the activities of their work and in how other people do them.

Act quickly, sometimes without thinking.

Find phone calls a welcome diversion when working on a task.

Develop ideas by discussing them with others

Like having people around and working on teams.

Like quiet and private space for concentration.

Tend to be comfortable working on one project for a long time without interruption.

Interested in the factors and/or ideas behind their work.

Like to think before they act, sometimes will not act at all.

Find phone calls intrusive when concentrating on a task.

Develop ideas alone through reflection

Like working by themselves or occasionally in small groups.

Introversion (I)

Sensing (S)

Like using experience and standard ways to solve problems.

Enjoy applying skills already perfected.

Seldom make errors of fact, but may ignore inspirations.

Like to do things with a practical bent.

Like to present the details of their work first

Prefer continuation of what is, with fine tuning.

Proceed step by step accurately estimating the time needed.

Like solving new, complex problems.

Enjoy the challenge of learning something new.

Seldom ignore insights but may overlook facts.

Like to do things with an innovative bent.

Like to present an overview of the work first.

Prefer changes, sometimes radical, to continuation of what is.

Proceed in burst of energy following their inspiration.

iNtuition (N)

Thinking (T)

Using logical analysis to reach conclusion.

Can work without harmony, concentrating instead on the task.

Upset people inadvertently by overlooking their emotions.

Decide impersonally, sometimes paying insufficient attentions to people's wishes.

Tend to be firm minded and ready to offer critique.

Look at the principles involved in the situation.

Want recognition after task requirements are met or exceeded.

Feeling (F)

Use values to reach conclusion.

Work best in harmony with others, concentrating on the people.

Enjoy meeting people's needs even in small matters.

Let decision be influenced by their own and other people's likes and dislikes.

Are sympathetic and dislike, even avoid, telling people unpleasant things.

Look at the underlying values in situation.

Want appreciation throughout the process of working on a task.

Judging (J)

Work best when they can plan their work and work their plan.

Enjoy organisation and finishing tasks.

Keep the focus on what needs to be completed ignoring other things that come up.

Feel more comfortable once a decision has been made on a thing, situation or person.

Decide quickly in their desire for closure.

Seek structure and schedules.

Use lists to prompt action on specific tasks.

Want flexibility in their work.

Enjoy starting tasks and leaving them open for last minute changes.

Want to include as much as possible, thus deferring needed tasks.

Feel comfortable staying open to experiences, not wanting to miss anything.

Postpone decision because of a search for options.

Adapt to changing situations and feel restricted with too much structure.

Use lists to remind them of possible things to do when time allows.

Perceiving (P)

Consequently

There are 16
different
combinations
or personality
types.....

The 16 personality types of the Myers Briggs

- ESTP
- ESFP
- ENFP
- ENTP
- ESTJ
- ESFJ
- ENFJ
- ENTJ
- ISTJ
- ISFJ
- INFJ
- INTJ
- ISTP
- ISFP
- INFP
- INTP

<https://www.16personalities.com/free-personality-test>

Evaluation

- As a personality theory – it does not describe how personality develops in any real detail
- Interested in the development of personality in middle age only
- His notion of archetypes is quite mystical
- Accused of being confusing and complex
- Doesn't explain our behaviours
- Difficult to test empirically
- Although – the Myer-briggs testis used extensively today
- Jung agreed tat archetypes were hard to define – thus hard to measure
- A plus –his work is influential in many disciplines – religion and spiritual concerns.

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