

Personality

What makes us who we are?

Psychology 305A: Lecture 3

Wrap up Contemporary Psychoanalytic Approaches

Motives & Humanistic/Phenomenological Approach

Begin Self

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Class Updates

- **TA's:**
 - Zak Witkower; zak.witkower@psych.ubc.ca
 - Cathy Zhang; cathyxijuan@psych.ubc.ca.
 - Office hours:
 - Wed 10:55-11:55 (Cathy, Kenny 2019) – NOTE CHANGE OF TIME
 - Fri 1:30-2:30 (Zak, Kenny 1002)

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Contemporary Psychoanalytic Approach: Wrap-up

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5. Object Relations Theory

**Modern research on influence
of childhood on adulthood
relationships**

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Object Relations Theory

- **Emphasis on social relationships**
- **Origins of adult relationships in childhood**
- **Internalized representations (i.e., unconscious) of parents become basis for relating to others**

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Early Childhood Attachment

- **Early bond with parents influences child's personality**
- **Harlow (1958)**
 - Raised monkeys apart from mother
 - Provided surrogate “wire” mom or surrogate “cloth mom”
 - Surrogate wire mom provided food and water
 - Which surrogate did monkeys spend most time with?

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Early Attachment

Even when wire mom provided food, infant monkeys stayed close to cloth mom



Importance of physical contact between infant and caregiver.

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Early Attachment

- **Infant monkeys deprived of real mothers became anxious, insecure, abnormal sexually**
- **Bowlby (1969) noticed a similar pattern in humans**
- **But, there are individual differences in kids' behaviors**
 - Some become anxious until mom returns (separation anxiety)
 - Some become depressed, and show anger and detachment when mom returns


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Research Report

Greater Maternal Insensitivity in Childhood Predicts Greater Electrodermal Reactivity During Conflict Discussions With Romantic Partners in Adulthood

**K. Lee Raby¹, Glenn I. Roisman², Jeffrey A. Simpson³,
W. A. Collins², and Ryan D. Steele²**

¹Department of Psychological & Brain Sciences, University of Delaware; ²Institute of Child Development, University of Minnesota; and ³Department of Psychology, University of Minnesota



Psychological Science
1–6
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2015 study shows link between childhood and adult relationships

- **37-year longitudinal study**
 - Observed mothers with babies several times in infancy
 - ~35 years later, measured “baby’s” (now adult) physiological responses to conflict with adult romantic partner
- **Adults whose moms had shown less sensitivity had larger skin conductance response to conflict with partner**

Early Attachment

- **Ainsworth: Strange Situation Procedure**
 - How does a child respond to being left with a friendly stranger for a few minutes?
- **3 Responses**
 1. Continue exploration, play, happy to see mother upon return
 2. Unfazed when mother left, and avoidant upon return
 3. Very anxious throughout procedure, clingy *and* angry upon return
- **3 Attachment styles**
 - Secure, Avoidant, Anxious-Ambivalent

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Early Attachment

- **Child's behaviors in Strange Situation predict:**
 - Mother's behavior toward child
 - How responsive to child's needs?
 - "Internal working models" for later relationships
 - Unconscious expectations for how people will treat them
 - Adult attachment styles

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Adult Attachment

- Hazan and Shaver (1987)
- Found similar patterns of attachment in adult relationships
 - Secure relationship style
 - Avoidant relationship style
 - Anxious-Ambivalent (Preoccupied) relationship style

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What is your attachment style?

Read each of the three self-descriptions below and place a checkmark next to the single alternative that best describes how you feel in romantic relationships or is nearest to the way you feel.

_____ A. I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, others want me to be more intimate than I feel comfortable being.

_____ B. I find it relatively easy to get close to others and am comfortable depending on them and having them depend on me. I don't worry about being abandoned or about someone getting too close to me.

_____ C. I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to get very close to my partner, and this sometimes scares people away.

Attachment Styles

- Important part of personality
- Related to relationship behaviors
- Many research findings on differences in relationship behaviors based on attachment style
- For example...
 - *Preoccupied* have most sex, *Avoidant* least (except for *Avoidant* males)
 - *Preoccupied* feel greatest need for intimacy
 - *Avoidants* have worse memory for relationship-related concepts

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Stress Test Study

- Romantic couples brought into lab; told that male must participate in experiment involving the “machine”
- Experimenter leaves couple alone for 10 min. in waiting room
 - Secretly videotaped
- Male participant feels stressed
- How does female respond?

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Stress Test Study

- **Avoidant females least likely to show support**
 - If anything, show annoyance at partner's nervousness
- **Secure females most supportive**

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Motives

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Motives

- **Internal states that direct behavior**
- **Based on needs, or tension**
- **Can be unconscious**

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Motives are part of personality

- **Individual differences in the strength of various motives**
 - achievement vs. affiliation
- **Contribute to major life outcomes**
 - career success, marriage, etc.
- **Motives are stable over time**
- **Motives tell us (part of) why people behave the way they do**

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Motive Theories and Personality

1. Early Motive Theorists

– Murray, McClelland, McAdams

2. The Humanistic (a.k.a. Phenomenological) Perspective

– Maslow, Rogers

– The Self

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The Thematic Apperception Test (TAT)



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Henry Murray



- **1930s-1960s**
- **First modern theory of motivation**
- **Began as a medical doctor**
- **Studied psychoanalysis with Jung**
 - Became a “reborn man”

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Murray's Theory

- **Need**
 - Psychological force that guides behavior
 - Compulsion to reduce state of tension

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Needs According to Murray

- **Achievement**
 - Success seeking
- **Exhibition**
 - Getting attention
- **Order**
- **Dominance**
 - Control others
- **Aggression**
- **Autonomy**
 - independence
- **Affiliation/ Intimacy**
 - Closeness to others
- **Nurturance**
 - Taking care of others
- **Abasement**
 - Lowering oneself
- **Blame-Avoidance**
- **Succor**
 - Desire to be taken care of

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Murray's Theory

- **“Press”**
 - Importance of environment
 - Needs are only activated in certain contexts
- **“Apperception”**
 - Process through which we perceive the environment
 - Influenced by needs

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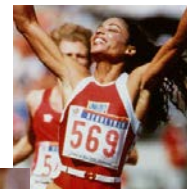
David McClelland

- **Implicit vs. Self-attributed motives**
 - TAT reveals implicit (unconscious) motives
 - Implicit and explicit motives are not related
 - Implicit motives → Long-term outcomes
 - Career, marriage, health, stable beliefs
 - Explicit motives → Shorter term behaviors/ attitudes
 - Performance on an experimental task

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McClelland and the Big 3

- **Big 3 Motives**
 - Achievement
 - Power
 - Affiliation
(and Intimacy)





Achievement



- **Preference for moderate levels of challenge**
 - Need to feel it's tough, but still succeed
- **Desire for performance feedback**
- **Choose careers with some risk and much personal responsibility**

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Power



- **Control over others**
- **Argumentative**
- **Risk-taking**
- **Prefer less popular friends**

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Intimacy/Affiliation



- Focus on relationships
- Related to happiness and satisfaction with life
- Dan McAdams: argued for intimacy over affiliation

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The Thematic Apperception Test (TAT)



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Humanistic/Phenomenological Perspective

- **More clinical than research based; attempt to take motive theory and apply it help people make their lives better**
- **Greater focus on conscious motives, awareness of needs**
 - Focus on phenomenology (conscious, subjective experience)
- **Emphasis on individuals taking responsibility for their own life outcomes**

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Humanistic Perspective: Basic Assumptions

- **Emphasis on phenomenology**
 - Individual differences in the perception of reality
 - *Subjective* reality is more important than *objective* reality
- **Self-Actualization**
 - People are intrinsically good and strive toward greater health, maturity, and autonomy
 - Growth based rather than need based
- **Emphasis on self/identity**
 - Universal need for positive self-regard

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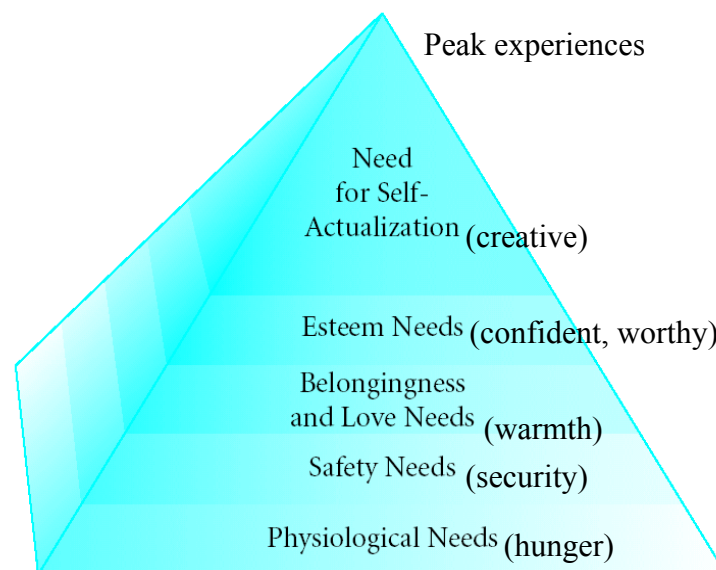
Abraham Maslow



- 1908-1970
- Humans have innate desire for self-actualization, self-esteem, belongingness
- Hierarchy of needs
 - Prepotency of needs: Needs at basic level met first

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Maslow's Hierarchy of Needs



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Physiological Needs

- **Needs for food, water, air, sleep, sex**
 - Most “prepotent”
- **Function of civilization, society is to satisfy these needs so we can focus on the higher ones**

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Safety Needs

- **Shelter, security, free from threat or danger**
- **Order, structure, predictability**
 - Having a place to live, ability to pay bills, etc.

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Belongingness & Love Needs

- Needs for affiliation, family, group identity, intimate relationships, *relatedness*
- Need to receive and to *give* love

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Esteem Needs

- Need to be held in high regard by self and others (not just “self-esteem”)
- Comes from mastery, achievement, adequacy, feelings of *competence*, confidence, independence

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Self-Actualization

- Enriched life experiences
- Enhanced creativity
- In touch with feelings, not threatened by them
- Requires self-exploration and action
- *Fully Functioning Person*

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Self-Actualization

- "A musician must make music, an artist must paint, a poet must write, if he is to be at peace with himself. What a man can be, he must be. This is the need we may call self-actualization ... It refers to man's desire for fulfillment, namely to the tendency for him to become actually in what he is potentially: to become everything that one is capable of becoming ..."

– Abraham Maslow

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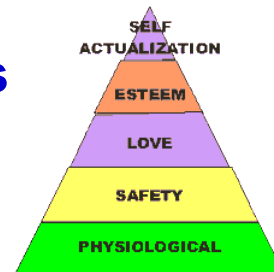
What is a Self-Actualized Person Like?



- **Self-acceptance**
- **Solitude**
- **Independence from culture**
- **Frequent *peak experiences***
- **Creativity**

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Hierarchy of Needs



- **Peak Experiences**
 - Time and place are transcended
 - Experience unity of self with universe
 - Feeling of power and wonder
 - Manifests differently for each person
 - Common in psychologically healthy people
 - Examples?
- **Is it possible to self-actualize while also meeting needs for esteem and belongingness?**

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Modern Take on Maslow's Hierarchy

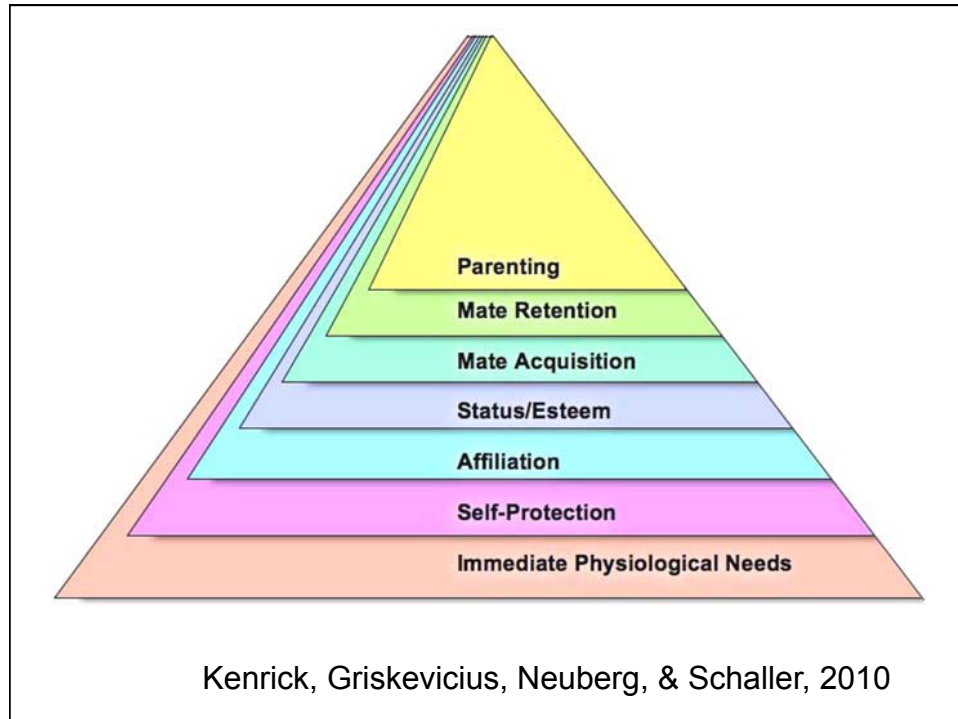
- **Let's make a hierarchy based on evolutionarily derived needs**
- **Maslow was right to shed light on psychological (not just physical) needs**
- **But, no evidence for some aspects of Maslow's hierarchy**
 - Do people intrinsically/innately strive for self-actualization?

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Problems with Maslow

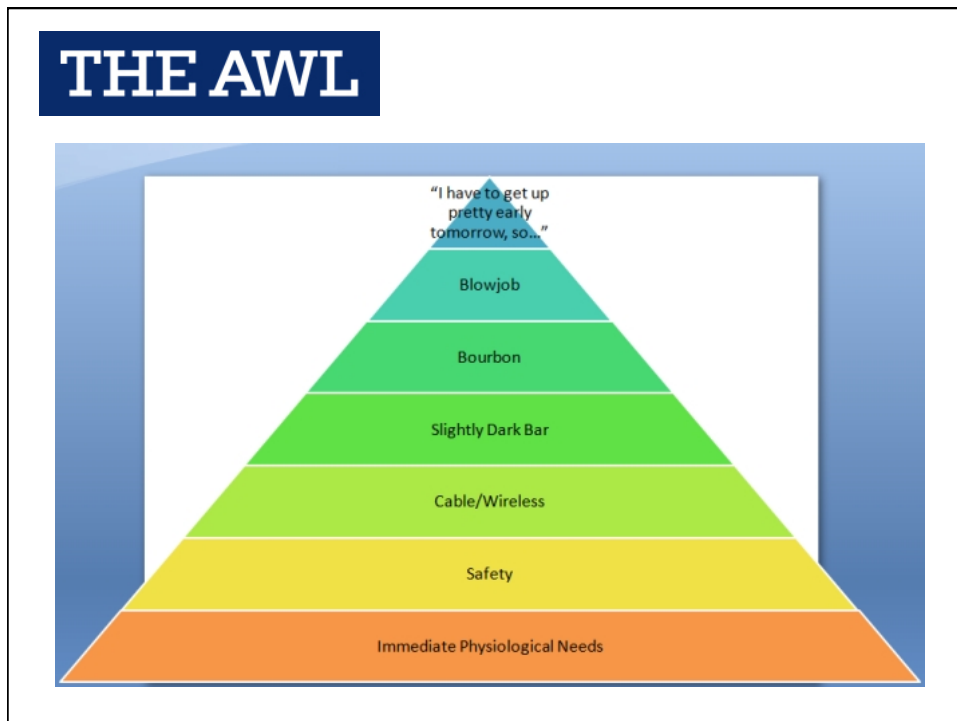
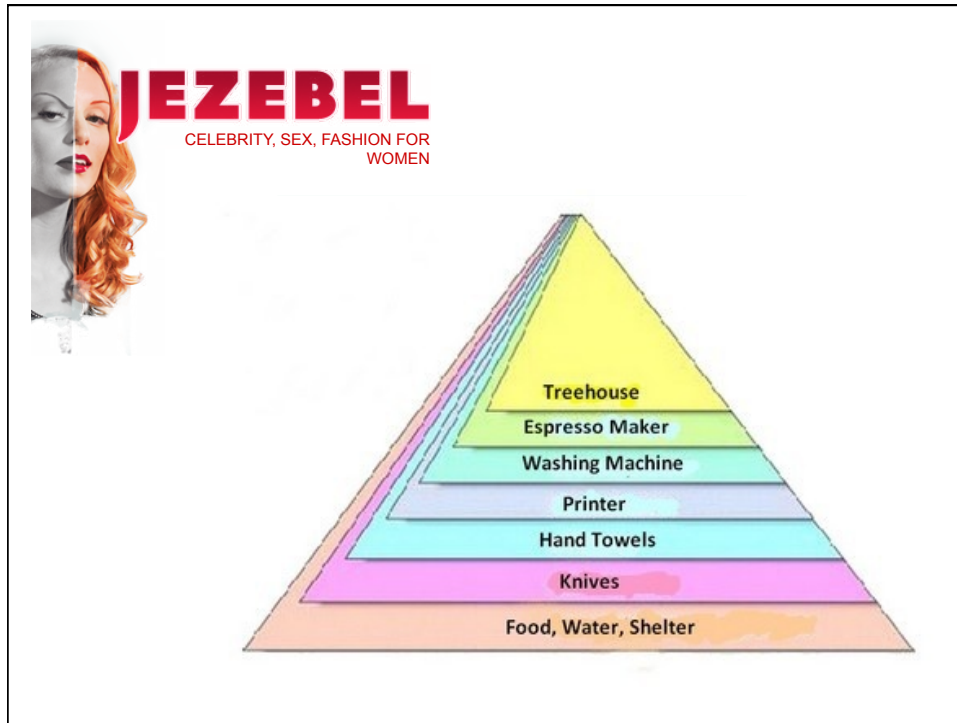
- **Aspirational but not normative**
 - What people 'should' do, not what they do do
- **Inconsistent with scientific understanding of human nature**
 - If the purpose of creativity is self-fulfillment, how does that help the species survive?
 - Creativity should be seen as lower level means to more ultimate reproductive ends

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Highly controversial

- **“Self-actualization has been dethroned”**
- **Anger from the childless**
 - Is parenting too glorified?
- **Anger from the humanities**
 - Why do evolutionary scientists always put mating above the arts?



Carl Rogers



- People are intrinsically good and striving toward self-understanding, self-acceptance, maturity, and autonomy
- People can develop innate goodness if society acts in helpful, encouraging, and affirming ways
- Emphasis on self/identity

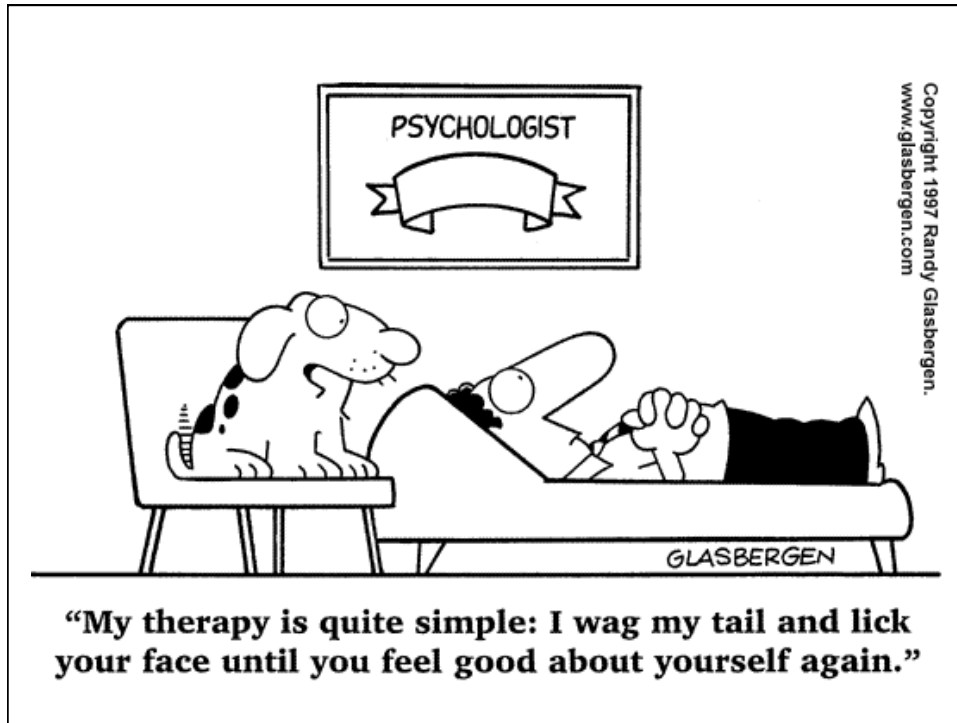
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Carl Rogers: How to Be Self-Actualized



- Become “fully functioning”
- “Client-centered therapy”
 - Therapist is trusting, accepting, empathetic
 - Therapist shows unconditional positive regard for client
 - Love and acceptance, regardless of what the person does
 - Client able to express and accept his/her authentic self (self-acceptance)

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What is the Self?

Self-Awareness

"Imagine for a moment that you are gazing into a mirror and you make the following observation: I see myself, I see Me. There are two aspects of the self. There is the I, the active observer, and there is the Me in the mirror, the Me as observed."

-- Susan Harter

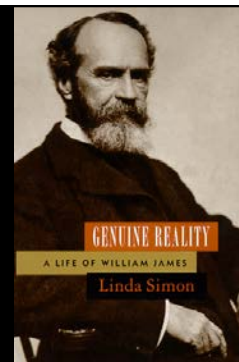
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WILLIAM JAMES (1842--1910)

"Principles of Psychology"

Duality of Self:

- The "Me"
 - Self as **object** that can be observed
 - "I have property X..."
- The "I"
 - Self as **agent** doing the observing
 - Self as the perceiver
 - Self-consciousness
 - Uniquely human?



Definitions

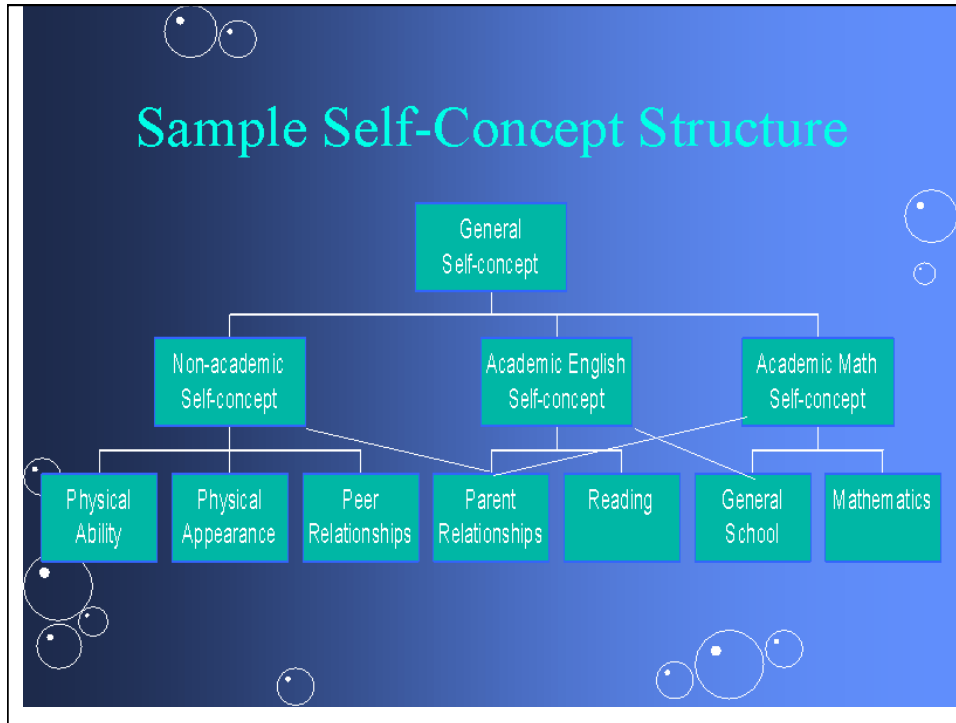
- **Self-consciousness**
 - The “I”
 - Self-awareness
- **Self-concept**
 - The “Me”
 - Conception of one’s self as a physical, social, psychological, moral being
- **Self-esteem**
 - Global evaluation (positive vs. negative) of one’s self
 - Feelings of competence
 - Feelings of liking and acceptance

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The Self-Concept

The “Me” Self

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Assessing the Self-Concept

Imagine that you want someone to know what you are really like. You can tell this person 20 things about yourself...

- **1. I am** _____
- **2. I am** _____
- **3. I am** _____
- .
- .
- **20. I am** _____

Twenty Statements: Classification Scheme

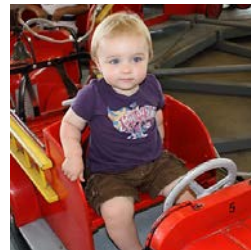
- **Personal Characteristics** (friendly, happy, ambitious)
- **Ascribed Identities** (age, sex, race, daughter)
- **Social and Group Identities** (student)
- **Interests/Activities** (painter, stamp fan)
- **Material Possessions** (owner of a VW)
- **Abstract/Existential** (me, a person)



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How do we know a child has a sense of self?

- **Linguistic markers** (age 18 months)
 - Self-referencing (“I” “Me” “Mine”)
 - Nonverbal recognition of self-accomplishment (VIDEO: puzzle completion)
 - Narrative language use
 - reference to personally significant events





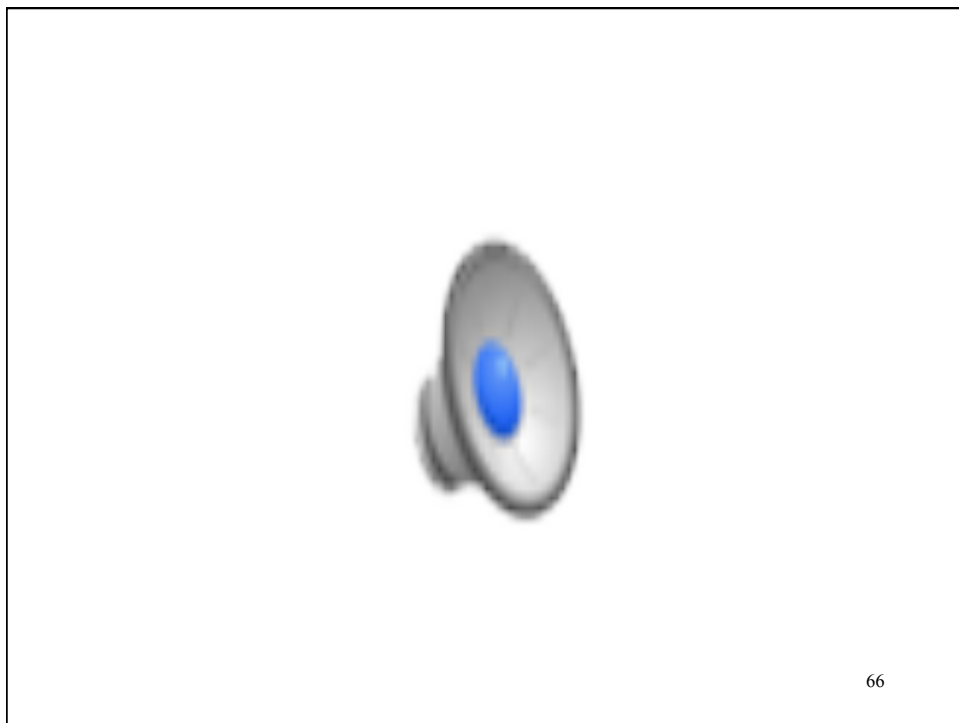
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How do we know a child has a sense of self?

- **Cognitive-behavioral markers (18-24 months)**
 - Imitation and role-taking
 - Mirror self-recognition
 - Rouge test

VIDEO- Rouge test, Monkey in the mirror

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Other animals with self

- **Mirror self-recognition**
 - Chimps, orangutans, gorillas
 - But not monkeys
 - Elephants
 - Dolphins
 - Humans
 - Recent discovery: magpies!



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Do Dogs have a sense of self?



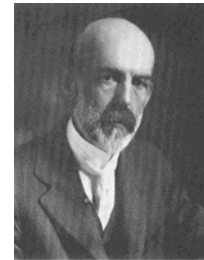
How do we know a child has a sense of self?

- **Emotional markers (age 2.5-3)**
 - Self-conscious emotions
 - Shame
 - Guilt
 - Embarrassment
 - Pride
 - Require ability to evaluate the self (“I” self evaluates the “me” self)
 - Empathy

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Where does the Self-Concept come from?

- **“Looking Glass Self”**
- **Charles Cooley (1864-1929)**
 - *“Human Nature and the Social Order”*
- **“Each to each a looking glass, reflects the other that doth pass”**
 - Self is **socially constructed**
 - Our sense of self is built upon the life-long experience of seeing ourselves through the eyes of others (i.e., through the “looking glass”)



Charles Horton Cooley

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Looking Glass Self: How Many Different Mirrors?

- **During a one week period, the typical university student interacts with 50 different people and has 146 different interactions**
- **Of the 50 different people:**
 - 5% are complete strangers
 - 6% are strangers linked by mutual acquaintance
 - 6% are immediate family members
 - 7% are formal relations (e.g., service workers)
 - 14% are close friends
 - 34% are other friends
 - 28% are casual acquaintances
- **Do we have a different self for each of these interactions?** 71

Unitary vs. Multiple Selves

- **Multiple selves correspond to multiple roles--we see ourselves differently in each social role**
- **Think about how you see yourself as:**
 - Son/daughter
 - Friend
 - Student
 - Romantic partner
 - Worker
- **Do you have a different self for each relationship?** 72

Is it Adaptive to Have Multiple Selves?

- **Study:** Compared people who saw themselves similarly across social roles (unitary selves) with those who saw themselves very differently across their social roles (multiple selves)

- **Assessment:**

How do you see yourself in the following roles?

	Daughter/ Son		Relationship		
	Friend	Student	Partner	Worker	
Assertive	—	—	—	—	—
Try to be helpful	—	—	—	—	—
Punctual	—	—	—	—	—
Worry a lot	—	—	—	—	—
Clever, witty	—	—	—	—	—

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Is it Adaptive to Have Multiple Selves?

- **Findings:**

- Multiple selves → lower well-being and self-esteem
 - During university years
 - 20 years later during mid-life
- Low well-being and self-esteem in university → multiple selves 20 years later
- Frequent relationship and career changes → multiple selves

- **Conclusion:** A highly differentiated self-concept reflects psychological fragmentation and lack of an integrated core self

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Self-Esteem

Evaluations of the Self-Concept

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Definition of Self-Esteem

- ***Evaluation*** (positive vs. negative) of one's self as a physical, social, psychological, and moral being
 - Affective component
 - Feelings about the self; self-liking
 - Cognitive component
 - Thoughts about one's competencies, abilities

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Measuring Self-Esteem

- **Self-report scales**
- **Similarity between actual and ideal self**
- **Observer report**
 - Parent and teacher ratings for kids
 - Can someone else know your self-esteem?
- **Pictorial measures for children**

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Rosenberg Self-Esteem Scale

- Strongly disagree Strongly agree
 1-----2-----3-----4-----5
- I feel that I'm a person of worth, at least on an equal basis with others.
- I feel that I have a number of good qualities.
- On the whole, I am satisfied with myself.
- I am able to do things as well as most other people.
- I take a positive attitude toward myself.
- All in all, I am inclined to feel that I'm a failure. (R)
- I feel I do not have much to be proud of. (R)
- I wish I could have more respect for myself. (R)
- I certainly feel useless at times. (R)
- At times I think I am no good at all. (R)

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Undergraduates' mean self-esteem

- 3.85
- Based on 1,643 psych students

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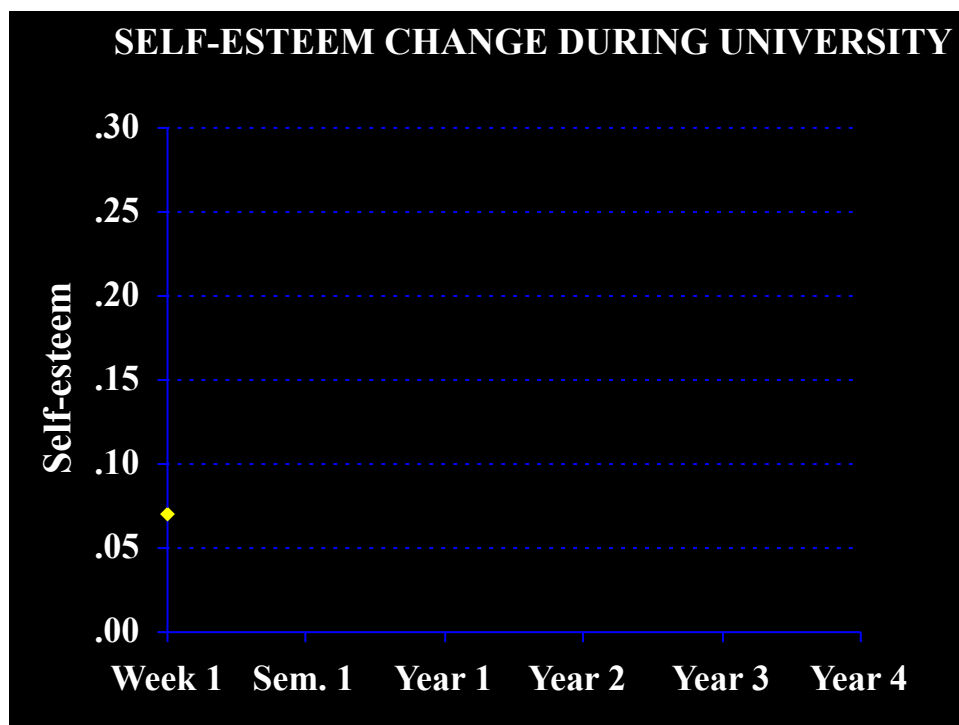
Development of Self-Esteem

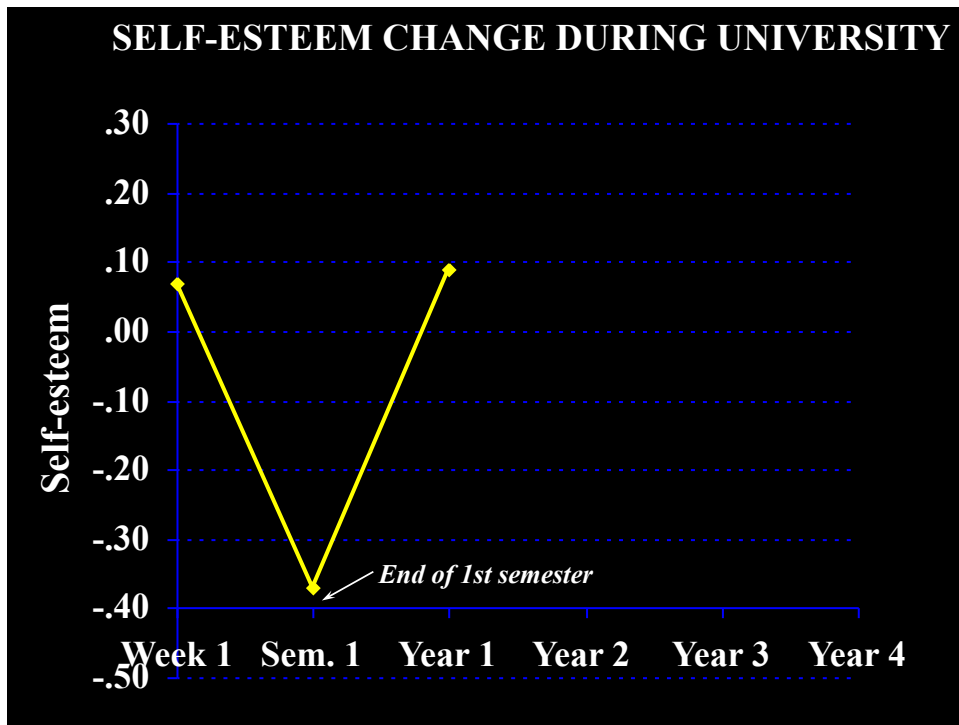
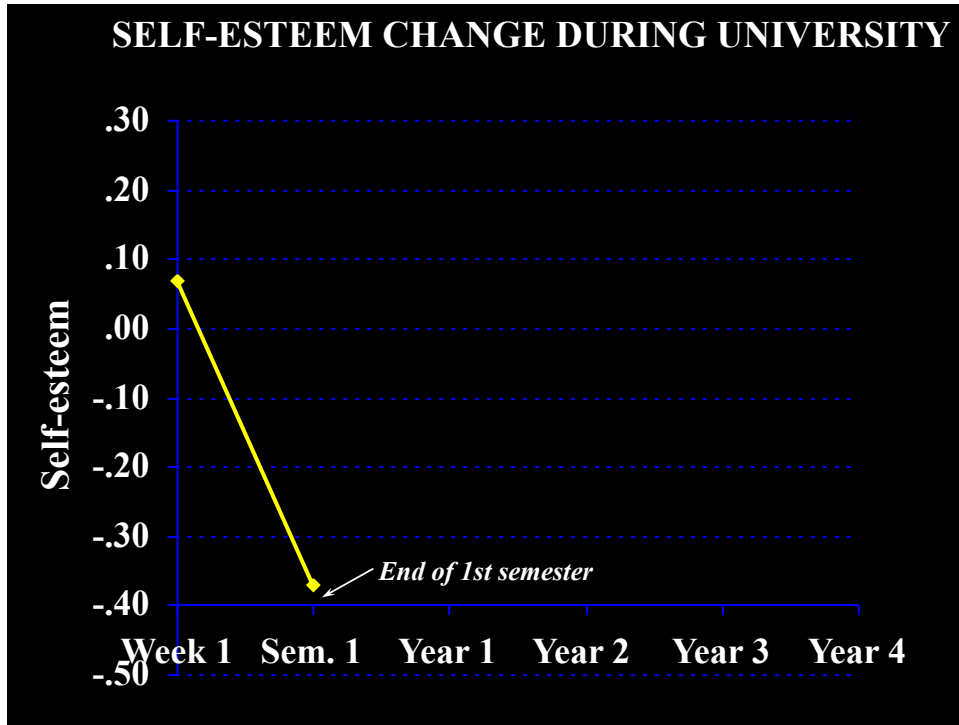
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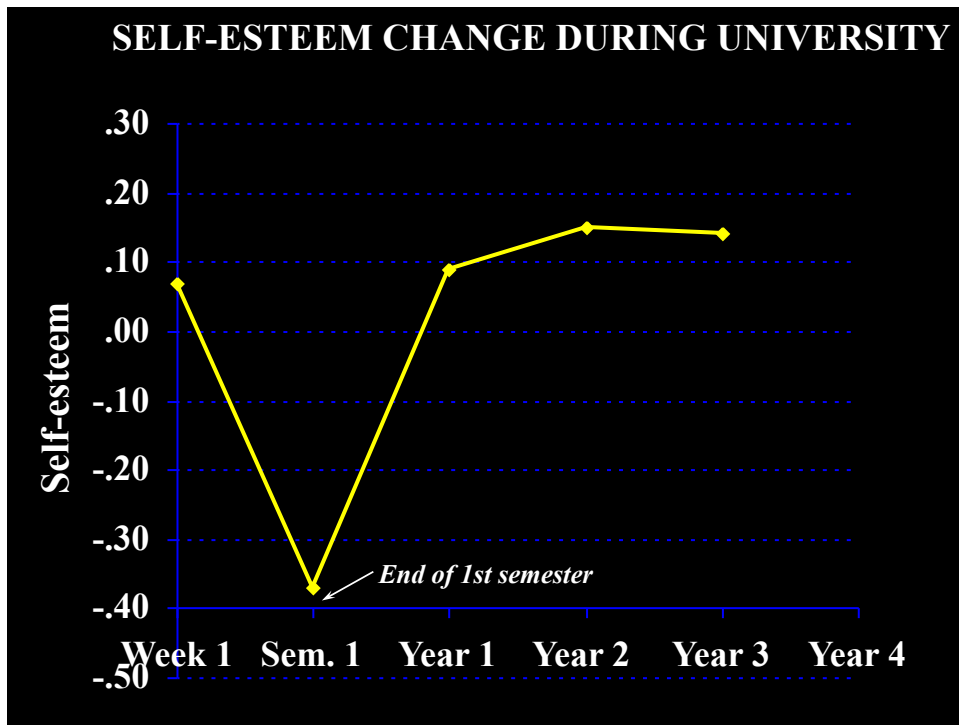
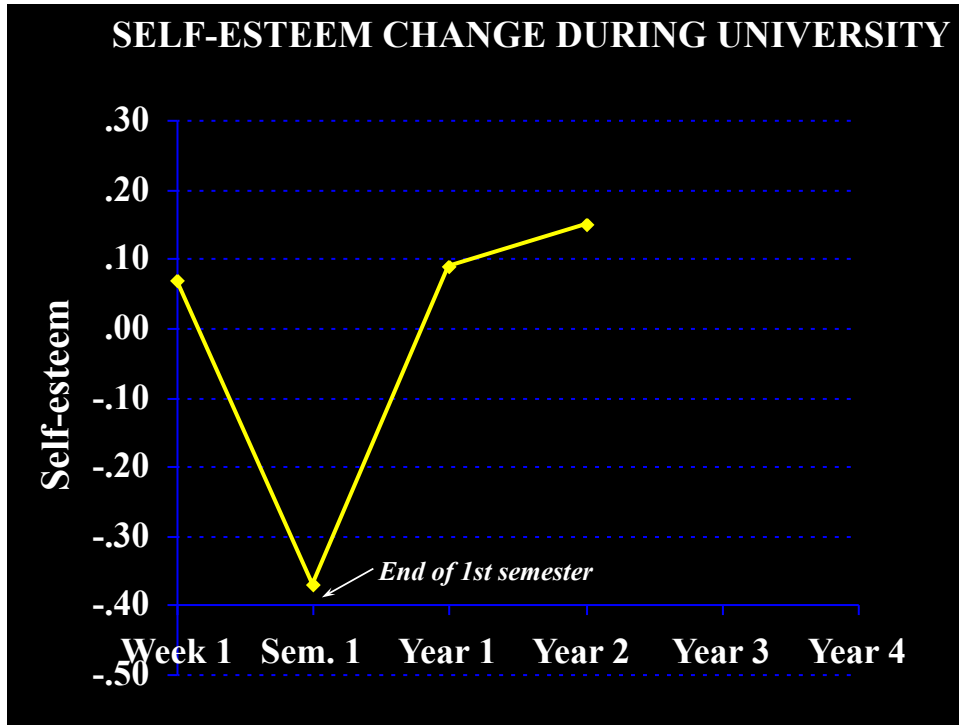
Longitudinal Study

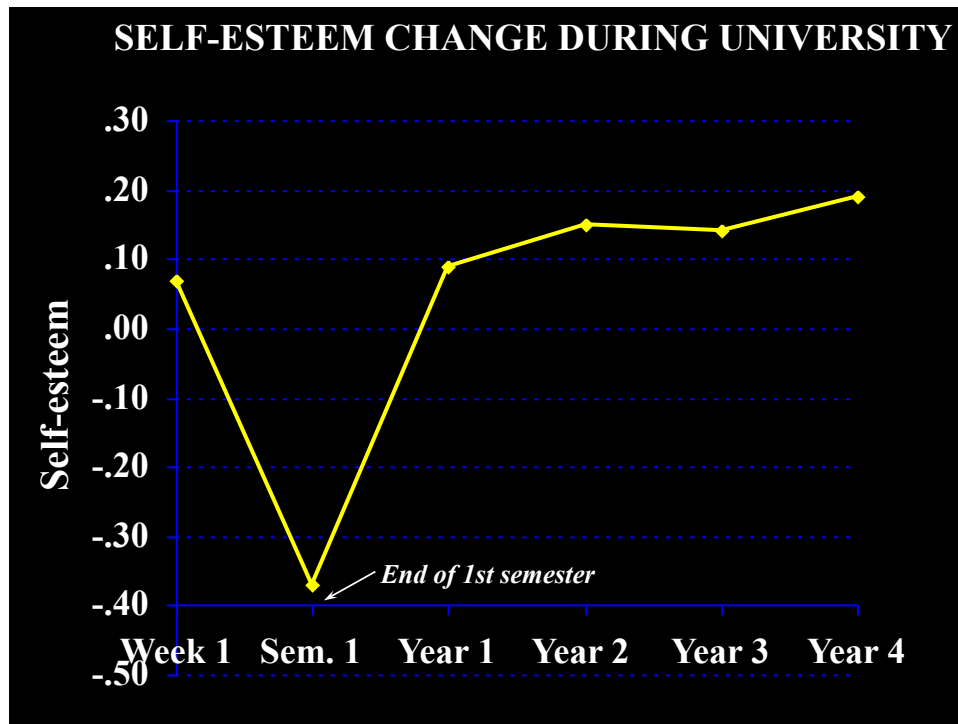
- **Assessed undergrads' self-esteem**
 - Used Rosenberg scale
- (1) Beginning of Year 1**
- (2) End of first semester**
- (3) End of Year 1, Year 2, Year3, Year 4**

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Quotes from Participants in Longitudinal Study

- **Self-Esteem Went Down:** “I used to think I was the best or one of the best students in school. College shattered that bubble which helped me get through things. There are so many people here who are much better than I am. I’m scared. I wish I were more confident in myself.”
- “I feel upset and ashamed at my failure, even a little depressed...Basically, I think my GPA sucks, ergo I suck. I value grades over education, which is wrong”
- **Self-Esteem Went Up:** “I am proud of my work and what I accomplish. My GPA is the only thing that is really mine here.
- I feel I can do better in school. It is hard for me to accept the fact that I have a C on my transcript. But I look at my grades and I am inspired to do well. And, despite my grades, I feel like I have learned a lot in college. ⁸⁸

Next Class

- **Finish Self; Cover Self-Esteem**
- **Begin Trait Approach**
 - Traits and Trait Taxonomies
 - Theoretical and Measurement Issues in Trait Research
- **Future Planning**
 - Oct 12th: Thanksgiving holiday!
 - Oct 19th: Midterm I

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