

# Personality

What makes us who we are?

## Psych 305A: Lecture 9

### Wrap up Phenomenological Approach

### Begin The Self (part I)

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## Exam 1 Results

- **Exam 1 Results**
  - Multiple Choice Mean = 73%
  - Short-Answer Mean = 61%
  - Overall Exam Mean = 68%
- **Grades posted online TONIGHT at <http://ubc-emotionlab.ca/psyc305a-personality> (password: personality)**

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## Exam 2 on Friday

- **Will cover:**
  - Contemporary Psychoanalytic Approach
  - Motives & Phenomenological Approach
  - Self & Self-Esteem (as far as we get on Wed.)
  - Chapters 10, 11, & 14
  - No TRAIT APPROACH
- **All Multiple Choice**
- **Bring a pencil on Friday!**

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## Modern Take on Maslow's Hierarchy

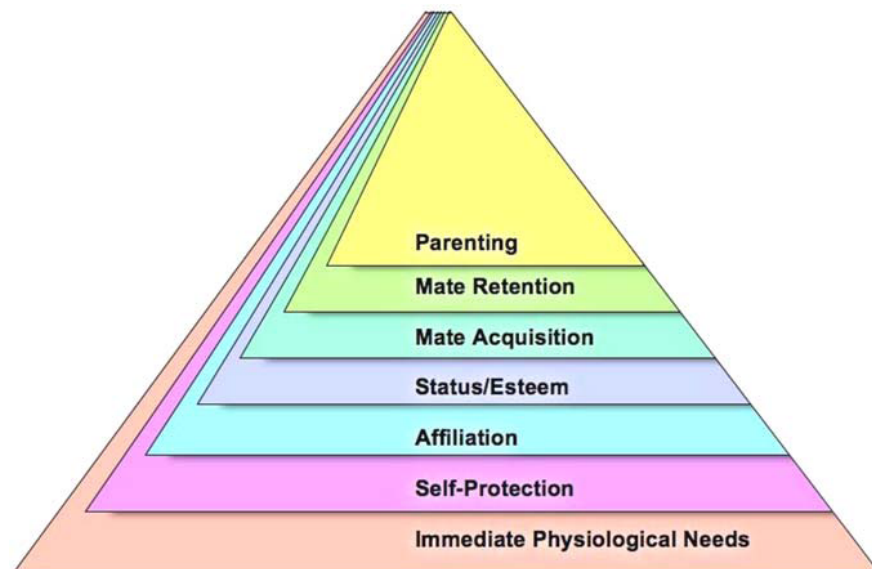
- **Let's make a hierarchy based on evolutionarily derived needs**
- **Maslow was right to shed light on psychological (not just physical) needs**
- **But, no evidence for some aspects of Maslow's hierarchy**
  - Do people intrinsically/innately strive for self-actualization?

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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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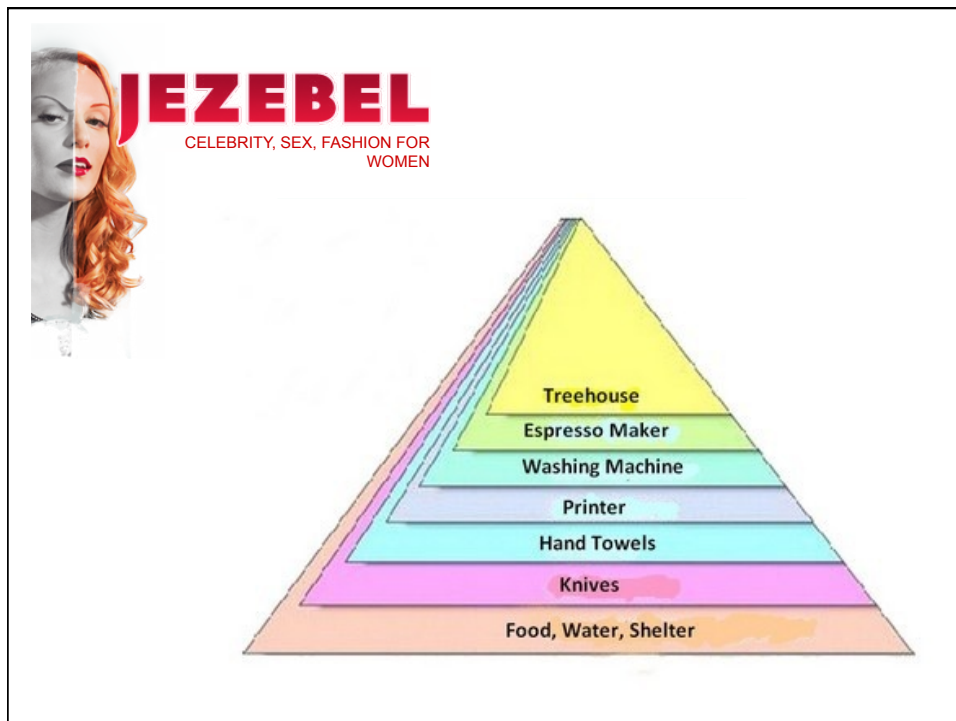


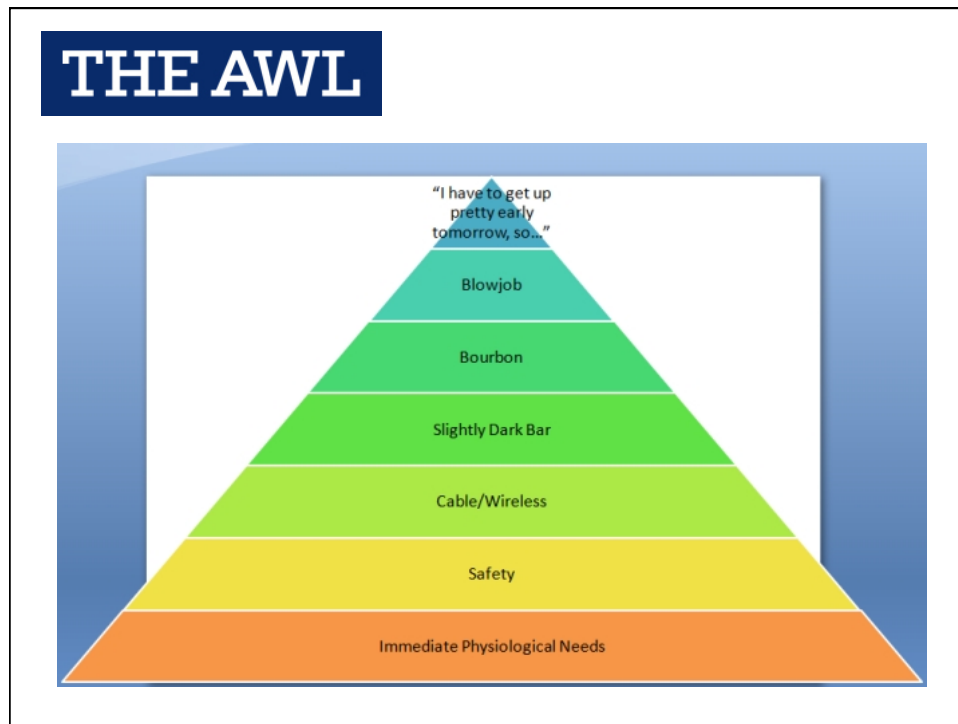
Kenrick, Griskevicius, Neuberg, & Schaller, 2010

## 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?

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## 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**

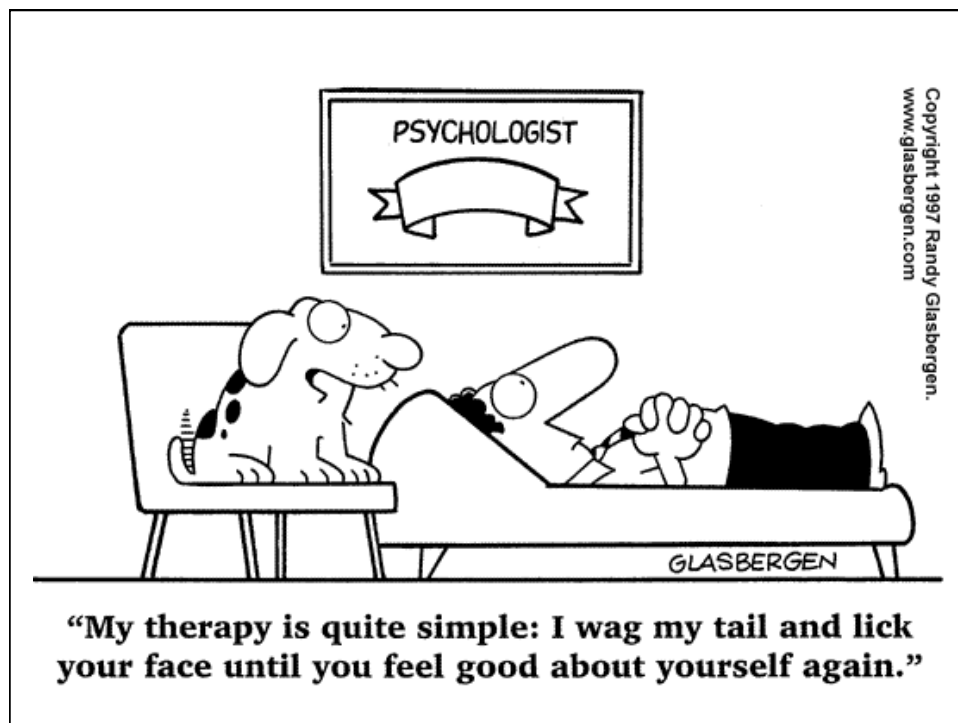
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## Carl Rogers: How to Be Self-Actualized



- **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?

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## 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

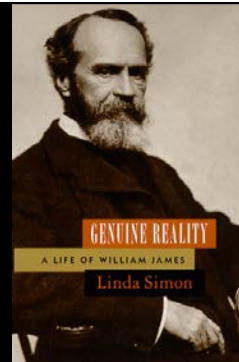
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## WILLIAM JAMES (1842--1910)

*"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

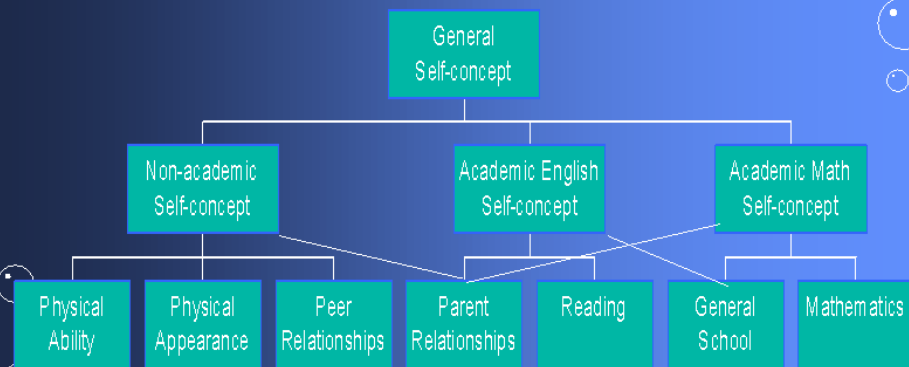


# The Self-Concept

## The “Me” Self

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### Sample Self-Concept Structure



## 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 \_\_\_\_\_

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## 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



## 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

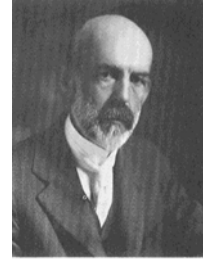
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## How do we know a child has a sense of self?

- **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?



Charles Horton Cooley

- **“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”)

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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?**

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## 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?**

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## 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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## **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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## Next Class

- **The Self Part II: Self-Esteem**

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