

Erikson: Post-Freudian theory

Monday, 11 May 2026
7:29 pm

- Erik Erikson coined the term "**identity crisis**"
- Changed his name three times:
 - Erik Salomonsen
 - Homburger
 - Erikson
- Erikson showed some identity confusion. For example, he spoke mostly in German—the language of his youth—and rarely spoke in English, his primary language for more than 60 years
- Had no college degree of any kind.
- His post-Freudian theory extended Freud's infantile developmental stages into **adolescence**, **adulthood**, and **old age**.
- Erikson placed more emphasis on both *social* and *historical* influences.

Erikson - "each stage a specific psychosocial struggle contributes to the formation of personality."

Identity crisis - a turning point in one's life that may either strengthen or weaken personality.

Biography of Erik Erikson:

- Born on June 15, 1902
- Born in Southern Germany.
- Artist and poet
- Ana Freud - Erikson's employer & psychoanalyst.
- Married Joan Serson.
- Had 4 children: Kai, Jon, Neil (the son with down syndrome), and Sue.
- Died on May 12, 1994, at the age of 91.

What is Ego?

- Persons ability to unify experiences and actions in an adaptive manner.
- Positive force that creates a self-identity, a sense of "I".
- Center of our personality.
- Helps us adapt to the various conflicts and crises of life and keeps us from losing our individuality to the leveling forces of society.
- Partially unconscious
- Weak in childhood. Begins to form in adolescence.

Erikson identified 3 interrelated aspects of ego:

- Body ego** - refers to the experience with our body; a way of seeing our physical self as different from other people.
- Ego ideal** - represents the image we have of ourselves in comparison with an established ideal; it is responsible for our being satisfied or dissatisfied not only with our physical self but also with our entire personal identity.
- Ego identity** - is the image of we have of ourselves in the variety of social roles we play.
 - Although adolescence is ordinarily the time when these three components are changing most rapidly, alterations in body ego, ego ideal, and ego identity can and do take place at any stage of life.

Society's Influence

Sioux Nation

- Practice: prolonged, permissive nursing (up to 4-5 years).
- Outcome: "oral" personalities → pleasure through

5. Biological aspect

- Erikson acknowledged biology alongside social factors.

6. Multiplicity of influences

- Later development shaped by past, present, and future events.
- What happens in infancy or childhood does not automatically determine your personality in adulthood.

7. Identity crisis

- An identity crisis happens when a person reaches a stage where they must make important choices about who they are.
- It's called a turning point because it's a moment of both vulnerability (you feel uncertain, confused, or insecure) and potential (you have the chance to grow and define yourself).
- It is not catastrophic — it doesn't mean your life is falling apart. Instead, it's a normal part of development.

Erikson's Eight Stages of Development

	A	B	C	D	E	F	G	H
Old Age VIII MATURITY								Ego Integrity vs. despair WISDOM
Adulthood VII							Generativity vs. stagnation Self-Absorption CARE	
Young Adulthood VI						Intimacy vs. isolation LOVE		
Adolescence V PUBERTY AND ADOLESCENCE					Identity vs. confusion FIDELITY			
School Age IV LATENCY				Industry vs. inferiority COMPETENCE				
Play Age III LOCOMOTOR GENITAL			Initiative vs. guilt PURPOSE					
Early Childhood II MUSCULAR ANAL		Autonomy vs. shame, doubt WILL						
Infancy I ORAL SENSORY	Basic Trust vs. basic mistrust HOPE							

Basic psychosocial crisis (highlighted in blue)
Basic strength (highlighted in blue)

1. Infancy - Time of incorporation; with infants "taking in" not only through their mouth but through their various sense organs as well. Like through their eyes. As they take in food and sensory information, the infant learns to either trust or mistrust the outside world.

- Oral-Sensory mode** - Infancy is marked by this. A phrase that includes infants' principal psychosexual mode of adapting.

mouth functions.

- Cultural value: generosity.

- Unlimited breastfeeding → foundation for generosity.

- Suppression of biting → fortitude and ferocity.

Yurok Nation

- Practice: strict regulation of elimination (urine/feces).

- Outcome: "anal" personalities → compulsive neatness, stubbornness, miserliness.

- Cultural adaptation: fits fishing style requiring order and discipline.

Pseudospecies - refers to a group perceived as a distinct species, often used metaphorically to describe human social groups treated as biologically separate due to cultural differences.

Epigenetic principle

- One stage emerges from and is built upon a previous stage, but it does not replace the earlier stage.

For example: Children starts to crawl, crawl to run, run to jump. But still able to retain these abilities.

Stage	Parts		
	A	B	C
3 Play age	3 _A	3 _B	3 _C
2 Early childhood	2 _A	2 _B	2 _C
1 Infancy	1 _A	1 _B	1 _C

Stages of Psychosocial Development (principles)

1. Epigenetic principle

- Growth is sequential; each part arises from the previous.

- New components don't replace old ones, they build on them.

2. Interaction of opposites

- Each stage = conflict between syntonic (positive) and dystonic (negative) elements.

-Example: Infancy (trust vs. mistrust).

- Both sides are necessary for balance.

3. Ego quality/basic strength

- Conflict produces a new strength (e.g., trust vs. mistrust → hope.

-each stage yields a distinct ego strength.

4. Core pathology

- Too little strength → negative outcome.

- Example: lack of hope → withdrawal (meaning: the negative outcome when the crisis of a stage is not successfully resolved).

Characterized by two modes of incorporation:

1. Receiving - Infants can receive even in the absence of other people, like taking in air through the lungs.

2. Accepting - Infants not only must get, but also must get someone else to give. This early training in interpersonal relations helps them learn to trust or mistrust other people.

Basic Trust - The infant develop basic trust if their pattern of accepting things correspond with culture's way of giving things. For example :

- They realize their mother will provide food regularly.
- If they constantly hear the pleasant, rhythmic voice of their mother.
- If they can rely on an exciting visual environment.

Erikson: Post-Freudian theory

Thursday, 14 May 2026
12:15 am

ERIK ERIKSON

- Born June 15, 1902, in Southern Germany
- Adolescence: Left home; lived as a wandering artist and poet for 7 years
- Career start: Invited by Peter Blos to teach children at a new school in Vienna
- Personal struggle: Deeply affected by not knowing his biological father's identity; Anna Freud advised him to let go of the search

Personal life

- Married **Joan Serson**, a Canadian dancer, artist, and teacher — later his **editor and coauthor**.
- Continued **search for identity** through adulthood; faced emotional and relational struggles.
- Neglected his son, reflecting conflict between generativity and stagnation (one of his psychosocial stages).
- Lacked formal academic credentials, yet pursued meaning through varied jobs and relocations.

Career milestones

- **1933:** Fled fascist Germany → attempted Denmark → settled in **United States**.
- **Name change:** From *Homburger* to *Erikson* — symbolic of self-reinvention and identity formation.
- **Boston:** Established a **modified psychoanalytic practice**.
- **Academic posts:** **Yale (1936)** → **UC Berkeley (1938)** — began integrating psychoanalysis with cultural and social perspectives.

Academic & professional milestones

- **1949:** Refused to sign the University of California loyalty oath → left Berkeley.
- **1950:** Published *Childhood and Society* — foundational work linking **psychological, cultural, and historical influences** on identity.
- **Returned to Massachusetts** → therapist at **Austen Riggs Center**.
- **1960–1970:** Professor of **Human Development at Harvard**.
- Continued writing, lecturing, and limited clinical practice after retirement.
- **Died:** May 12, 1994, aged **91**.

Major Publications (“Greatest Hits”)

- *Childhood and Society*
- *Young Man Luther*
- *Identity: Youth and Crisis*
- *Gandhi's Truth*
- *Dimensions of a New Identity*
- *Life History and the Historical Moment*
- *Identity and the Life Cycle*
- *The Life Cycle Completed*
- *A Way of Looking at Things* (compiled by Stephen Schlein)

Erikson insisted that personality is a product of history, culture, and biology; and his diverse methods of investigation reflect this belief.

- He employed anthropological, historical, sociological, and clinical methods to learn about children, adolescents, mature adults, and elderly people from different walks of life
- adopted a more *egalitarian* and personal stance towards his patients that did Freud

Used the same technique as Freud, but interpretations center around the search for identity

Egalitarian

- Relating to or believing in the principle that all people are equal and deserve equal rights and opportunities.

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EGO (Erikson's Version)

Ego

- The ego is the core of personality and the positive force that forms a sense of “I.” It helps individuals adapt to life's conflicts and crises while preserving their individuality against social pressures. Initially weak at birth, the ego strengthens over time, becoming the unifying center that integrates experiences and actions. Its main function is to organize personality and maintain coherence, allowing a person to act and think in an adaptive, balanced manner.

Body Ego

- A way of seeing our physical self as different from other people.

Epigenetic Principle

- A term borrowed from embryology; implies a step-by-step growth of fetal organs.
 - One stage emerges from and is built upon a previous stage, but it does not replace the earlier stage.
 - For example: Children starts to crawl, crawl to run, run to jump. But still able to retain these abilities.

Epigenesis

- That one character develops on top of another in space and time.

STAGES OF PSYCHOSOCIAL DEVELOPMENT

- **First,** Growth takes place according to the epigenetic principle.

Ego Ideal

- Represents the image we have of ourselves in comparison with an established ideal; it is responsible for our being satisfied or dissatisfied not only with our physical self but with our entire personal identity.

Ego Identity

- The image we have of ourselves in the variety of social roles we play

SOCIETY'S INFLUENCE

- The ego exists as potential at birth, but it must emerge from within a cultural environment.
- emerges from and largely shaped by society.

Pseudospecies

- Refers to a group perceived as a distinct species, often used metaphorically to describe human social groups treated as biologically separate due to cultural differences.

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Epigenesis

- That one character develops on top of another in space and time.

STAGES OF PSYCHOSOCIAL DEVELOPMENT

- **First**, Growth takes place according to the epigenetic principle.
- **Second**, in every stage of life there is an interaction of opposites that is, a conflict between a *syntonic* (*harmonious*) element and a *dystonic* (*disruptive*) element.
- Interaction of opposites produces: Ego strength.

Too much syntonic - *maladaptive tendency*

Too much dystonic - *malignant tendency (core pathology)*

Basic Strength

- The ego quality that emerges from the conflict between antithetical (contrasted) elements in Erikson's stages of development.

Core Pathology

- A psychosocial disorder at any of the eight stages of development that results from too little basic strength.

Identity Crisis

- A turning point, a crucial period of increased vulnerability and heightened potential.

Virtues

- Qualities or strengths that emerge from successful resolution of the crisis.

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STAGES OF DEVELOPMENT

Infancy (0-1 year)

- *Trust Vs. Mistrust*. Emotional and physical needs not being satisfied - mistrust, emotional and physical needs being satisfied - trust. A time of incorporation with their senses. Two modes of incorporation:
 1. **Receiving**
 2. **Accepting**

Psychosexual mode: Oral-Sensory mode/Oral-Respiratory Sensory Kinesthetic(Incorporative Modes).

Basic strength of Infancy: Hope

MALDEVELOPMENT

Sensory maladjustment - due to excessive protection, person will be gullible, happens when a baby receives too much protection.

Withdrawal - due to low trust, become depressed, paranoid or maybe psychotic, happens when baby experiences too little care or inconsistent affection.

Early Childhood (1-3 year)

- *Autonomy Vs. Shame & Doubt*. Children learn to control their body, especially in relation to cleanliness and mobility. A time of expulsive self-expression and compulsive deviance.

Psychosexual mode: Anal-Urethral-Muscular Mode (Retentive Eliminate).

Basic strength of early childhood: Will

MALDEVELOPMENT

Impulsiveness - Jumping into anything without considering the pros and cons.

Compulsion - Asks help in everything they do to ensure the action being done properly.

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Play Age (3-6 years)

- *Initiative Vs. Guilt*. Child learns necessary physical skills to play. Accompanied by increasing facility at locomotion. Children now set goals and pursue them with purpose, even though they know their limitations.

Psychosexual mode: Genital-Locomotor Mode/Infantile-Genital, Locomotor (Intrusive-Inclusive).

Basic strength of the Play age: Purpose

MALDEVELOPMENT

Ruthlessness - Being initiative with no mercy/feeling.

Inhibition - Will not try new things.

School Age (6-12 years)

- *Industry Vs. Inferiority*. Begin to form self-images the origin of ego identity; that feeling of "I" or "me-ness" that evolves more fully during adolescence. Child learns skills with the help of family and community, their wish to know becomes strong.

Psychosexual mode: Latency

Basic strength of the School age: Competence

MALADJUSTMENT

Narrow Virtuosity - Only developing one area, neglecting others. (e.g., a child praised only for academic success may ignore social or creative development).

Inertia - Fearing failure, won't change or explore new possibilities.

Adolescence (12-17 years)

- *Identity Vs. Role confusion*. By the end of this period, a person must gain a firm sense of ego identity. Permitted to experiment in a variety of ways and try out new roles and beliefs while seeking to establish a sense of ego identity. A period of social latency of trial and error.
 - Puberty, defined as genital maturation, triggers expectations of adult roles yet ahead.
 - **Identity emerges from two sources:**
 1. Adolescents' affirmation or repudiation of childhood identifications.
 2. their historical and social contexts, which encourage conformity to certain standards.

Basic strength: Fidelity

MALADJUSTMENT

Fanaticism - being too involved in a particular role in a society and offering no room for tolerance. It's an *overdevelopment* of identity, too much certainty, not enough flexibility.

Repudiation - rejecting their membership of society; rejecting their identity and forming their own groups that deviate from society. Underdevelopment of identity, too much rejection, not enough belonging.

Young Adulthood (18-40 years)

- *Intimacy Vs. Isolation.* Build a **stable, intimate relationship** where both partners feel secure and equal. True intimacy exists only when two people can connect deeply while maintaining their own sense of self.

Psychosexual mode: *Genitality* — mature love based on mutual trust, respect, and emotional closeness, not just physical attraction.

Basic strength: Love

MALADJUSTMENT

Promiscuity - becoming too intimate too easily and too frequently without any deep intimacy/commitment.

Exclusion - Tendency to isolate from relationships and developing certain hatefulness to compensate for one's loneliness.

Adulthood (40-65 years)

- *Generativity Vs. Stagnation.* Time when people begin to take their place in society and assume responsibility for whatever society produces. The longest stage of development. Assuming responsibility for the care of offspring that result from that sexual contact.

Psychosexual stage: Procreativity

Basic strength: Care

Generativity

- Expected to guide the next generation (likely your children).

Stagnation

- When people become too absorbed in themselves, to self-indulge.

MALADJUSTMENT

Rejectivity - the unwillingness to take care of certain persons or groups; no longer contributing to society.

Overextension - too generative to the point that they have no time to relax or to unwind.

Old Age (65-death)

- *Integrity Vs. Despair.* A time of senility, depression, and despair. Include a greater appreciation for the traditional lifestyle of the opposite sex.

Psychosexual mode: Generalized sensuality - means to take pleasure in a variety of different physical sensations.

Basic strength: Wisdom

Integrity

- Acceptance of their death (happy go lucky); contented with what they have.

Despair

- Want to achieve more but now can't due to their limitations (e.g., age).

MALADJUSTMENTS

Presumption - Presumes too much and does not listen to the ideas and views of the younger generation.

Disdain - Think that they are worthless; hate their lives and all others' lives.

Psychohistory

- A controversial field that combines psychoanalytic concepts with historical methods.
- “the study of individual and collective life with the combined methods of psychoanalysis and history”

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Hans J. Eysenck: Biologically Based Factor Theory

Thursday, 14 May 2026
6:07 pm

BIOGRAPHY

Hans Eysenck

Early life

- Born March 4, 1916, in Berlin, only child of actors Ruth Werner and Anton Eduard Eysenck.
- Raised by his maternal grandmother, a devout Catholic and former actress.
- Experienced little parental discipline, shaping his belief that genetic factors influence behavior more than childhood experiences.

Education and career

- Left Germany after refusing to join the Nazi secret police while studying physics at the University of Berlin.
- This experience led him to conclude that authoritarianism appears in both political extremes.
- Studied psychology at the University of London, earning a bachelor’s (1938) and PhD (1940) in psychometrics.

Early professional work

- Treated patients with anxiety, depression, and hysteria at Mill Hill Emergency Hospital, despite having no formal psychiatric training.
- Through factor analysis, identified two key personality dimensions:
 - Neuroticism vs. Emotional Stability
 - Extraversion vs. Introversion
- These findings led to his first major book, *Dimensions of Personality*.
- Later became Director of Psychology at Maudsley Hospital and Reader in Psychology at the University of London.

Later career and travels

- In 1949, visited North America to study clinical psychology programs and promote the field in Britain.
- Divorced his first wife and married Sybil Rostal, a quantitative psychologist.
- Began writing *The Structure of Human Personality*, advocating factor analysis as the best way to represent personality scientifically.

Professional legacy

- One of the most prolific psychologists, known for his controversial writings.
- Challenged psychoanalysis in the 1950s, arguing that psychotherapy wasn’t proven more effective than natural recovery.
- Retired in 1983 as professor at the University of London and senior psychiatrist at Maudsley and Bethlehem Royal Hospitals.
- Served as professor emeritus until his death from cancer on September 4, 1997.

Hans J. Eysenck: Biologically Based Factor Theory

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BIOLOGICALLY BASED TRAIT THEORY

- Believed personality differences were biological, not just psychological — rooted in genetic and nervous system factors.
- Used factor analysis to identify stable personality traits.

Proposed three major dimensions of personality:

1. Extraversion vs. Introversion
2. Neuroticism vs. Stability
3. Psychoticism vs. Superego

EYSENCK’S FACTOR THEORY

- Hans Eysenck’s personality theory combines psychometric precision with biological foundations. He argued that statistics alone (like factor analysis) can’t fully explain personality unless the traits identified have a biological basis.

His approach:

1. Theorized first, then collected data to test it.

Neuroticism

- Refers to how emotionally reactive and unstable a person tends to be. It’s largely genetic, as shown by stronger similarity in identical twins than in fraternal ones. They overreact emotionally and struggle to return to calm after stress.
- People high in neuroticism often experience *anxiety, hysteria, and obsessive behaviors*.
- They may also report physical symptoms like *headaches or back pain*, even when no medical cause exists.

Diathesis-Stress Model

- Hans Eysenck supported the diathesis–stress model, which explains how mental disorders develop through the interaction of vulnerability and stress.
- People with *high diathesis (strong vulnerability)* need less stress to develop a disorder, while those with low diathesis

2. Extracted fewer factors — focusing on the most meaningful dimensions.
3. Used multiple methods to gather data, not just one technique.

HIERARCHY OF BEHAVIOR ORGANIZATION:

Specific Behavior or Cognitions

- Lowest level; individual behaviors or thoughts that may or may not be characteristic of a person.

Habitual Acts or Cognitions

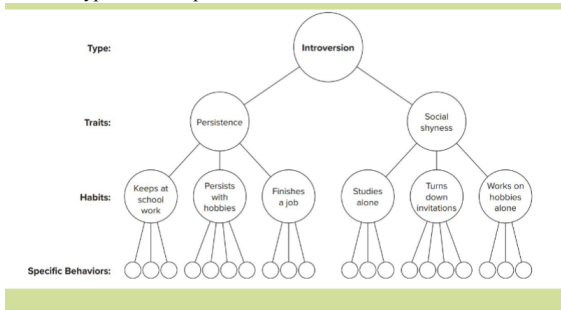
- Responses that recur under similar conditions; habitual responses must be reasonably reliable or consistent.

Traits or Personal Dispositions

- Traits are patterns of behavior formed by related habits that occur regularly.
- They are semi-permanent personality characteristics — stable but can change slightly over time.
- Instead of guessing traits by intuition, psychologists use a systematic method called factor analysis to identify and measure them accurately.

Types of Superfactors

- A type is made up of several interrelated traits.



DIMENSIONS OF PERSONALITY

- Each of these dimensions has a strong genetic basis, meaning they're partly inherited rather than learned. Eysenck emphasized that these traits exist on a continuum — most people fall somewhere between the two extremes, not entirely at one end.

Hans Eysenck proposed that personality can be described using three main dimensions, each with two opposite ends (bipolar factors):

- Extraversion vs. Introversion
- Neuroticism vs. Stability
- Psychoticism vs. Superego

Extraversion

- Extraverts are characterized by sociability, impulsiveness, jocular, liveliness, optimism, and quick-wittedness.

Introvert

- Are quiet, passive, unsociable, careful, reserved, thoughtful, pessimistic, peaceful, sober, and controlled.

DIFFERENCES IN CORTICAL AROUSAL LEVEL

- Eysenck's idea: people naturally choose and perform best in settings that match their arousal level — extraverts thrive in lively places, introverts in quieter ones.

Extraverts

- Have lower brain arousal, so they need more stimulation (socializing, excitement) to feel alert. They get used to strong stimuli quickly and seek new experiences.

Introverts

- Have higher natural arousal, so they react more strongly to stimulation. They prefer calm, familiar environments and don't get bored easily.

require more stress before symptoms appear.

Diathesis

- A person's genetic or acquired predisposition (tendency to suffer) to illness.

Stress

- External pressures or life events that trigger symptoms.
- Eysenck linked this to neuroticism, suggesting that individuals with higher neuroticism scores are more emotionally sensitive — people with *higher neuroticism* (those who are more emotionally sensitive or easily upset) need less stress to trigger a psychological disorder.

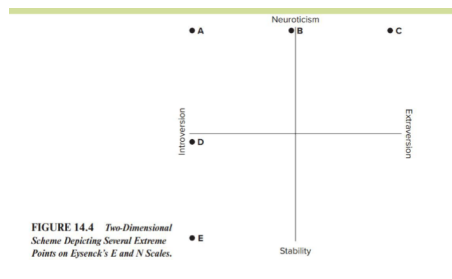
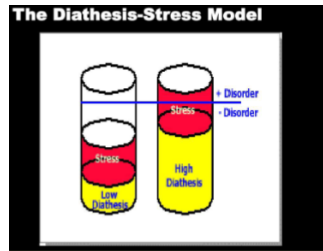


FIGURE 14.4 Two-Dimensional Scheme Depicting Several Extreme Points on Eysenck's E and N Scales.

Psychoticism

- This factor is independent of extraversion and neuroticism, meaning it measures a separate aspect of personality.
- Both normal and abnormal individuals can score high on neuroticism, but psychoticism specifically reflects tough-mindedness and emotional detachment.

One of the three main dimensions of personality. It's called a bipolar dimension because it has two opposite ends:

High psychoticism → linked to traits like aggression, impulsiveness, nonconformity, hostility, and anxiety. Eysenck suggested these individuals have a greater predisposition to stress and may be more vulnerable to psychotic disorders.

Low psychoticism (superego direction) → people tend to be empathetic, cooperative, caring, and socially responsible.

MEASURING PERSONALITY

- Eysenck's goal: Measure broad personality types called *superfactors*.

Maudsley Personality Inventory (MPI):

- Measured only E (Extraversion) and N (Neuroticism). Found some correlation between these two traits.

Eysenck Personality Inventory (EPI):

- Added a Lie (L) scale to detect faking.
- Measured E and N independently (almost no correlation)

Junior EPI:

- Adapted by Sybil B. G. Eysenck (1965) for children aged 7–16 years.

EYSENCK PERSONALITY QUESTIONNAIRE

- The EPQ introduced the Psychoticism (P) scale, expanding

Eysenck's earlier model. It came in both adult and junior versions and served as a revision of the Eysenck Personality Inventory (EPI). Later, researchers criticized the P scale for being unclear, which led to another update — the Eysenck Personality Questionnaire–Revised (EPQ-R).
 - In short, the EPQ built on the EPI by adding a new dimension of personality and refining how traits were measured.

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BIOLOGICAL BASES OF PERSONALITY (EYSENCK'S VIEW)

- Eysenck believed that Psychoticism (P), Extraversion (E), and Neuroticism (N) each have strong biological roots. He supported this idea with evidence showing that these traits appear consistently across cultures and languages.

He identified three main threads of evidence for biology's role in personality:

- Cross-cultural consistency:** Researchers found nearly identical personality factors among people worldwide.
- Stability over time:** Individuals tend to keep their relative position on personality dimensions throughout life.
- Twin studies:** Identical twins show higher similarity in personality than fraternal twins, suggesting genetic influence plays a major role.

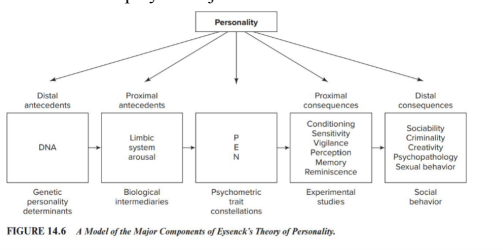


FIGURE 14.6 A Model of the Major Components of Eysenck's Theory of Personality.

PERSONALITY AS A PREDICTOR

- Eysenck's model proposes that the traits Psychoticism (P), Extraversion (E), and Neuroticism (N) interact with genetic and biological factors to shape social behavior, including behaviors linked to health and disease. He argued that many psychology studies overlook personality, which can lead to mistaken conclusions — for example, personality dimensions can influence learning styles.
- Eysenck also believed that Psychoticism (P) is related to genius and creativity. He found that while many children show creativity and nonconformity, they often lose these traits as they grow older. Those who remain creative tend to have the persistence typical of high P scorers.
- Together with Sybil B. G. Eysenck, he reported that children with high P or E scores are often seen as troublemakers. Adults usually forgive extraverted children (high E) as “charming rogues,” but view high P children as more spiteful and disruptive. Over time, high E scorers often become productive adults, while high P scorers may struggle with learning problems, crime, and social difficulties.

PERSONALITY AND DISEASE

- Eysenck studied how personality factors relate to disease. Working with Ronald Grossarth-Maticek, he explored links between personality traits and both cancer and cardiovascular disease.

Their findings showed:

- People with a helpless or hopeless attitude are more likely to die from cancer.
- Those who respond to frustration with anger and emotional arousal are more likely to die from cardiovascular disease.

CRITIQUE OF FACTOR THEORIES

- The factor theories of Eysenck and others rate high on parsimony, on their ability to generate research, and on their usefulness in organizing data; they are about average on falsifiability, usefulness to the practitioner, and internal consistency.

CONCEPT OF HUMANITY

- Factor theories view personality as mainly shaped by genetics, not environment. Because of this, they emphasize biological influences and give little importance to social factors.
- They are rated average on the role of conscious vs. unconscious influences, and high on the uniqueness of individuals.

However, these theories do not clearly address deeper philosophical ideas such as free choice, optimism vs. pessimism, or causality vs. teleology (purpose-driven behavior).

Rollo May: Existential Psychology

Friday, 15 May 2026
6:16 pm

OVERVIEW OF EXISTENTIAL PSYCHOLOGY

- For nearly 50 years, Rollo May was the leading figure in existential psychology in the U.S. His approach relied on clinical experience rather than scientific experiments. May believed that modern people often avoid making choices and shun responsibility, which causes feelings of insignificance and alienation.

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Psychology

Friday, 15 May 2026
6:27 pm

BACKGROUND OF EXISTENTIALISM

Søren Kierkegaard (1813- 1855)

- He wished to understand people as they exist in the world as thinking, active, and willing beings. Like later existentialists, they emphasized a balance between freedom and responsibility.

According to Kierkegaard, people gain freedom of action by becoming more self-aware and taking responsibility for their choices. However, this freedom comes with emotional costs — it often brings anxiety and dread, as individuals face the weight of their own decisions.

WHAT IS EXISTENTIALISM

First, existence takes precedence over essence

- Meaning that process and growth are more important than product and stagnation.

Second, existentialists oppose the artificial Split between subject and object.

- We are more than just a subjective person nor an object following orders.

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- They ask (though not always consciously) the important questions concerning their being.

Fourth, existentialists hold that ultimately each of us is responsible for who we are and what we become.

- Although we may associate with others in productive and healthy relationships, in the end, we are each alone.

Fifth, existentialists are basically antitheoretical.

- To them, theories further dehumanize people and render them as objects.

BASIC CONCEPTS

Being-in-the-world

- The basic unity of person and environment is expressed in the (German word *Dasein*) meaning to exist there. Hence, *Dasein* literally means to exist in the world and is generally written as being-in-the-world.

Alienation is the illness of our time, and it manifests itself in three areas:

1. Separation from nature
2. Lack of meaningful interpersonal relations.
3. Alienation from one's authentic self.

OUR BEING-IN-THE-WORLD COMPRISES THREE SIMULTANEOUS AND INTERRELATED MODES (OR "REGIONS")

Umwelt

- Or the environment around us. The world of objects and things and would exist even if people had no awareness. Represents the few aspects of existence that we cannot control through our own choices.
 - We cannot escape Umwelt; we must learn to live in the world around us and to adjust to changes within this world.

Mitwelt

- Relations with other people. Involves our inherent need to form personal relationships for

Nonbeing

- Awareness of existence: Being alive makes us aware of ourselves as living beings, which also brings the dread of not being — called *nonbeing* or *nothingness*.

Death as nonbeing: Death is the clearest form of nonbeing, but it can also appear as withdrawal from life's experiences.

- **Facing death:** Life becomes more meaningful when we acknowledge the possibility of death.

- **Fear of nonbeing:** Fear of death often makes people live defensively, missing out on deeper experiences.

- **Avoidance behaviors:** When we avoid thinking about death, nonbeing shows up through addiction, compulsive behaviors, or conformity to society's expectations.

- **Healthy approach:** The best way to cope is to accept death as inevitable and understand that nonbeing is part of being — this acceptance leads to a fuller, more authentic life.

THE CASE OF PHILIP

- Rollo May used the case of Philip, a successful architect in his mid-50s, to illustrate his ideas in existential theory and therapy. Despite his achievements, Philip suffered from severe anxiety and low self-esteem, especially after his relationship with Nicole, a writer, became unstable.
- Through therapy, Philip discovered that his struggles with women stemmed from early experiences with an unpredictable mother and an older sister who had severe mental disorders. His recovery began when he realized that his urge to "take care of" Nicole was part of his personal history with unstable women, not a genuine need in the present.

Philip's case: He suffered from neurotic anxiety, behaving in a nonproductive and self-defeating way.

- **Anxiety**
- Arises when a person becomes aware that their existence or values might be destroyed — the fear of becoming *nothing*.
 - **Rollo May's view:** Anxiety is tied to the *acquisition of freedom* — realizing we are responsible for our choices can create tension.
 - **Types of anxiety:** It can be constructive and growth-oriented or painful and destructive, depending on how we confront it.

TYPES OF ANXIETY:

Normal Anxiety

- Normal anxiety is proportionate (*the amount of anxiety matches the real level of threat or challenge you're facing*), to the threat, doesn't involve repression, and can be faced consciously and constructively. Everyone experiences anxiety; it's a natural part of growth and change.
 - **Purpose:** It helps people develop and adapt as their values evolve through different life stages — from infancy to old age.

Neurotic Anxiety

- A reaction that is disproportionate to the threat, leading to repression and defensive behaviors. Occurs when a person's values become rigid or dogmatic, losing flexibility and openness. Blocks growth and productive action, keeping

their own sake, rather than to sublimate some instinctual drive.
 - If we treat people as objects, then we are living solely in Umwelt.
 - The essential criterion is that the Dasein of the other person is respected.

Eigenwelt

- Refers to one's relationship with oneself. To live in Eigenwelt means to be aware of oneself as a human being and to grasp who we are as we relate to the world of things and to the world of people.
 - Feelings of emptiness and self-estrangement reflect some distortion of Eigenwelt.
 - Healthy people live in Umwelt, Mitwelt, and Eigenwelt simultaneously.

individuals stuck in fear or avoidance.

Guilt

- Guilt arises when people deny their potential, fail to accurately perceive the needs of others, or remain blind to their dependence on the natural world.

Nature: Both anxiety and guilt are *ontological* — they relate to the nature of being (they're part of the human condition itself), not specific events.

Rollo May: Existential Psychology

Friday, 15 May 2026
 6:27 pm

THREE FORMS OF ONTOLOGICAL GUILT:

1. Umwelt Guilt

- Stems from separation from nature; called *separation guilt*.
 - (e.g., As civilization advances technologically, people become more and more removed from nature).

2. Mitwelt Guilt

- Arises from inability to fully understand others, leading to distortion of their identity, meaning we can never fully understand another person's inner world. Because of this limit, we sometimes misinterpret or project our own views onto them. That projection can distort their identity in our eyes — we don't see them as they truly are, but as a version shaped by our assumptions.

3. Eigenwelt Guilt

- Comes from denying or failing to fulfill one's own potential; *universal* because no one can realize all possibilities.

Intentionality

- The structure that gives meaning to experience and helps people make decisions about the future.
 - **Rollo May's view:** It allows individuals to bridge the gap between subject and object, recognizing that intentions arise from both the self and the environment.
 - **Nature:** Intentionality can be conscious or unconscious, guiding how we relate to the world and shape our experiences.

Care

- An active process that suggests that things matter.
 - Source of LOVE
 - Source of WILL
 - To care for someone means to recognize that person as a fellow human being, to identify with that person's pain or joy, guilt or pity.

Love

- To love means to care, to recognize the essential humanity of the other person, to have an active regard for that person's development.
 - *Without care there can be no love*—only empty

FORMS OF LOVE

Sex

- A biological function that can be satisfied through sexual intercourse or some other release of sexual tension.
 - It holds the power of procreation, giving intense pleasure but also causing deep anxiety.

Rollo May's view: Modern society, especially Americans, has trivialized sex, focusing on it excessively and losing sight of its natural, meaningful role.

Eros

- a psychological desire that seeks procreation or creation through an enduring union with a loved one.
 - Eros is built on care and tenderness.

Eros	Sex
Making Love	Manipulating organs
The wish to establish a lasting union	Desire to experience pleasure.

Philia

- An intimate, nonsexual friendship between two people that grows slowly and independently of the other's actions.
 - It cannot be rushed; it develops gradually and deeply over time.

Purpose: This relaxed, steady growth forms the foundation for lasting union and mutual trust.

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- An altruistic or spiritual love that is undeserved and unconditional — it seeks the good of others without expecting anything in return.
 - It carries the risk of "playing God", meaning it can become controlling if not balanced with humility.

Rollo May's view: Agape is "*esteem for the other*" — genuine concern for another's welfare beyond personal gain; it's disinterested love, like the love of God for humanity.

- Healthy adult love blends all four forms — Sex, Eros, Philia, and Agape — combining physical satisfaction, lasting union, deep friendship, and selfless concern. Authentic love is challenging because it requires both *self-affirmation* (asserting one's identity) and *affirmation of the other* (respecting their individuality).

sentimentality or transient sexual arousal.

Will

- The capacity to organize one's self so that movement in a certain direction or toward a certain goal may take place
- Will involves a *conscious commitment to act*, turning intention into reality.

UNION OF LOVE AND WILL

- **Modern misunderstanding:** Society often confuses love with sex and will with power, losing sight of their deeper meanings.
 - **Early development:** At birth, children are united with the *universe (Umwelt)*, *mother (Mitwelt)*, and *self (Eigenwelt)*.
 - **Emergence of will:** The child's first "no" is not rebellion but a positive act of self-assertion.
 - **Parental influence:** When parents misinterpret this "no," they may suppress the child's will, causing a split between love and will.
- Split between love and will happens when children learn that expressing their will (like saying "no") threatens their love (connection with parents). As a result, they grow up thinking they must choose between being loved or being themselves. This disconnect makes love passive and will either aggressive or suppressed.
- May believed maturity means reuniting love and will so that care and self-assertion can work together.

FREEDOM AND DESTINY

Freedom

- Freedom arises from understanding our destiny — accepting life's limits while choosing how to respond to them.
- Freedom is the capacity to know oneself as the "*determined one*", meaning we shape our destiny through conscious choice and responsibility.

Awareness: We are truly free when we recognize death as ever-present and remain open to change, even when outcomes are uncertain.

FORMS OF FREEDOM

Existential Freedom

- the freedom of action—the freedom of doing.
- the freedom to act on the choices that one makes.

Essential Freedom

- The freedom of being, or inner freedom, is the power to choose one's attitude and response regardless of external circumstances.

- Essential freedom means choosing your inner attitude and values even when external options are limited, while existential freedom is about the outer choices you can make. Destiny, with its unavoidable limits like death or illness, can feel like a prison because it restricts what you can do, but those very limits push you to discover your inner strength and realize that true freedom lies in how you respond authentically to life's boundaries.

Rollo May: Existential Psychology

Friday, 15 May 2026
6:27 pm

WHAT IS DESTINY?

Destiny

- Destiny is the universe's design expressed through each person's unique limits and qualities, including mortality and genetics. It isn't fixed fate but a goal or direction shaped by our choices. Within destiny's boundaries, we have the freedom to respond and live authentically, though not to change everything. Rollo May saw freedom and destiny as a paradox — each gives meaning to the other. As we challenge destiny, we expand freedom; as we embrace freedom, we redefine destiny's boundaries.

THE POWER OF MYTH

- Philip's story shows how accepting destiny leads to inner freedom. His childhood circumstances didn't change — those were his *limits* — but through therapy, his perception did. By no longer blaming his mother, he stopped resisting what couldn't be undone and

Psychopathology

- Psychopathology is a loss of connectedness and an inability to fulfill one's destiny — a state where life feels empty and purposeless.
- **Core idea:** May viewed apathy and emptiness, not anxiety or depression, as the main existential disorders of modern life.

Alienation: People have become disconnected from

- the natural world (*Umwelt*),
- other people (*Mitwelt*), and
- themselves (*Eigenwelt*).

Psychotherapy

- Healing comes from self-awareness and authenticity, not from eliminating symptoms. The aim of May's psychotherapy was not to *cure* specific disorders but to help people become more fully human.
- Therapy should set people free — enabling them to make choices and take responsibility for those choices.

CRITIQUE OF MAY

instead focused on how he could respond. This shift let him express emotions honestly, feel less trapped in relationships, and recognize new possibilities. In Rollo May's terms, Philip gained his freedom of being — the ability to live authentically within his destiny rather than fight against it.

Rollo May believed people communicate on two levels:

Rationalistic language

- Focuses on truth and logic; facts matter more than relationships.

Mythic communication

- Expresses the *whole human experience*; meaning and emotional truth are more important than factual accuracy.
 - **Purpose of myths:** Myths convey universal human experiences that rational speech cannot fully express. They help people connect emotionally and existentially.

Example — Oedipus myth:

- Reflects common human crises: birth, separation, identity, love, conflict, and death.
- Shows how myths communicate deep truths about the human condition.

- May's psychology is sometimes seen as antitheoretical and anti-intellectual, though this criticism is partly unfair. His theory rates low by scientific standards because it's difficult to test, falsify, or use to guide research. It also lacks internal consistency due to vague terms, though it's average in simplicity and strong in scope, offering a broad view of the human condition.

CONCEPT OF HUMANITY

- May viewed humans as complex beings, capable of both great good and deep evil. He believed modern people have become alienated — from the world, others, and themselves. His theory emphasizes free choice, purpose (teleology), social influence, and individual uniqueness. On the matter of conscious vs. unconscious forces, May took a middle position, recognizing both as shaping human behavior.

In essence, May saw humanity as divided yet capable of self-awareness and growth, balancing freedom with responsibility.

Erikson: Post-Freudian theory

Thursday, 14 May 2026
12:29 am

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Cattell, McCrae and Acosta: Five-Factor Trait Theory

Sunday, 17 May 2026
6:18 pm

OVERVIEW OF TRAIT AND FACTOR THEORIES:

- Trait and factor theories, developed by McCrae and Costa, use factor analysis to identify stable personality traits — enduring dispositions that shape behavior. *They proposed the Five-Factor Theory (Big Five)*, which includes:
 - Neuroticism
 - Extraversion
 - Openness to experience

- Agreeableness
- Conscientiousness

This model suggests that personality can be understood through these five broad dimensions, each influencing how people think, feel, and act.

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Essential Freedom

- The freedom of being, or inner freedom, is the power to choose one's attitude and response regardless of external circumstances.

- Essential freedom means choosing your inner attitude and values even when external options are limited, while existential freedom is about the outer choices you can make. Destiny, with its unavoidable limits like death or illness, can feel like a prison because it restricts what you can do, but those very limits push you to discover your inner strength and realize that true freedom lies in how you respond authentically to life's boundaries.

Rollo May: Existential Psychology

Friday, 15 May 2026
6:27 pm

WHAT IS DESTINY?

Destiny

- Destiny is the universe's design expressed through each person's unique limits and qualities, including mortality and genetics. It isn't fixed fate but a goal or direction shaped by our choices. Within destiny's boundaries, we have the freedom to respond and live

Psychopathology

- Psychopathology is a loss of connectedness and an inability to fulfill one's destiny — a state where life feels empty and purposeless.
 - **Core idea:** May viewed apathy and emptiness, not anxiety or depression, as the main existential disorders of modern life.

Alienation: People have become disconnected from

- the natural world (*Umwelt*),

authentically, though not to change everything. Rollo May saw freedom and destiny as a paradox — each gives meaning to the other. As we challenge destiny, we expand freedom; as we embrace freedom, we redefine destiny's boundaries.

THE POWER OF MYTH

- Philip's story shows how accepting destiny leads to inner freedom. His childhood circumstances didn't change — those were his *limits* — but through therapy, his perception did. By no longer blaming his mother, he stopped resisting what couldn't be undone and instead focused on how he could respond.

This shift let him express emotions honestly, feel less trapped in relationships, and recognize new possibilities. In Rollo May's terms, Philip gained his freedom of being — the ability to live authentically within his destiny rather than fight against it.

Rollo May believed people communicate on two levels:

Rationalistic language

- Focuses on truth and logic; facts matter more than relationships.

Mythic communication

- Expresses the *whole human experience*; meaning and emotional truth are more important than factual accuracy.
- **Purpose of myths:** Myths convey universal human experiences that rational speech cannot fully express. They help people connect emotionally and existentially.

Example — Oedipus myth:

- Reflects common human crises: birth, separation, identity, love, conflict, and death.
- Shows how myths communicate deep truths about the human condition.

- other people (*Mitwelt*), and
- themselves (*Eigenwelt*).

Psychotherapy

- Healing comes from self-awareness and authenticity, not from eliminating symptoms. The aim of May's psychotherapy was not to *cure* specific disorders but to help people become more fully human.
- Therapy should set people free — enabling them to make choices and take responsibility for those choices.

CRITIQUE OF MAY

- May's psychology is sometimes seen as antitheoretical and anti-intellectual, though this criticism is partly unfair. His theory rates low by scientific standards because it's difficult to test, falsify, or use to guide research. It also lacks internal consistency due to vague terms, though it's average in simplicity and strong in scope, offering a broad view of the human condition.

CONCEPT OF HUMANITY

- May viewed humans as complex beings, capable of both great good and deep evil. He believed modern people have become alienated — from the world, others, and themselves. His theory emphasizes free choice, purpose (teleology), social influence, and individual uniqueness. On the matter of conscious vs. unconscious forces, May took a middle position, recognizing both as shaping human behavior.

In essence, May saw humanity as divided yet capable of self-awareness and growth, balancing freedom with responsibility.

Hans J. Eysenck: Biologically Based Factor Theory

Thursday, 14 May 2026
6:07 pm

BIOGRAPHY

Hans Eysenck

Early life

- Born March 4, 1916, in Berlin, only child of actors Ruth Werner and Anton Eduard Eysenck.
- Raised by his maternal grandmother, a devout Catholic and former actress.
- Experienced little parental discipline, shaping his belief that genetic factors influence behavior more than childhood experiences.

Education and career

- Left Germany after refusing to join the Nazi secret police while studying physics at the University of Berlin.
- This experience led him to conclude that authoritarianism appears in both political extremes.
- Studied psychology at the University of London, earning a bachelor's (1938)

Later career and travels

- In 1949, visited North America to study clinical psychology programs and promote the field in Britain.
- Divorced his first wife and married Sybil Rostal, a quantitative psychologist.
- Began writing *The Structure of Human Personality*, advocating factor analysis as the best way to represent personality scientifically.

Professional legacy

- One of the most prolific psychologists, known for his controversial writings.
- Challenged psychoanalysis in the 1950s, arguing that psychotherapy wasn't proven more effective than natural recovery.
- Retired in 1983 as professor at the University of London and senior psychiatrist at Maudsley and Bethlehem Royal Hospitals.
- Served as professor emeritus until his death from cancer on September 4, 1997.

and PhD (1940) in psychometrics.

Early professional work

- Treated patients with anxiety, depression, and hysteria at Mill Hill Emergency Hospital, despite having no formal psychiatric training.
- Through factor analysis, identified two key personality dimensions:
 - Neuroticism vs. Emotional Stability
 - Extraversion vs. Introversion
- These findings led to his first major book, *Dimensions of Personality*.
- Later became Director of Psychology at Maudsley Hospital and Reader in Psychology at the University of London.

Hans J. Eysenck: Biologically Based Factor Theory

Thursday, 14 May 2026
6:36 pm

BIOLOGICALLY BASED TRAIT THEORY

- Believed personality differences were biological, not just psychological — rooted in genetic and nervous system factors.
- Used factor analysis to identify stable personality traits.

Proposed three major dimensions of personality:

1. Extraversion vs. Introversion
2. Neuroticism vs. Stability
3. Psychoticism vs. Superego

EYSENCK'S FACTOR THEORY

- Hans Eysenck's personality theory combines psychometric precision with biological foundations. He argued that statistics alone (like factor analysis) can't fully explain personality unless the traits identified have a biological basis.

His approach:

1. Theorized first, then collected data to test it.
2. Extracted fewer factors — focusing on the most meaningful dimensions.
3. Used multiple methods to gather data, not just one technique.

HIERARCHY OF BEHAVIOR ORGANIZATION:

Specific Behavior or Cognitions

- Lowest level; individual behaviors or thoughts that may or may not be characteristic of a person.

Habitual Acts or Cognitions

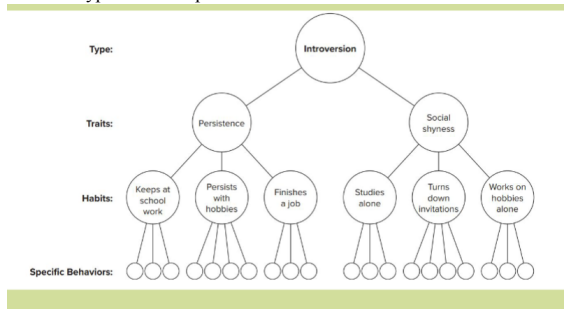
- Responses that recur under similar conditions; habitual responses must be reasonably reliable or consistent.

Traits or Personal Dispositions

- Traits are patterns of behavior formed by related habits that occur regularly.
- They are semi-permanent personality characteristics — stable but can change slightly over time.
- Instead of guessing traits by intuition, psychologists use a systematic method called factor analysis to identify and measure them accurately.

Types of Superfactors

- A type is made up of several interrelated traits.



Neuroticism

- Refers to how emotionally reactive and unstable a person tends to be. It's largely genetic, as shown by stronger similarity in identical twins than in fraternal ones. They overreact emotionally and struggle to return to calm after stress.
- People high in neuroticism often experience *anxiety*, *hysteria*, and *obsessive behaviors*.
- They may also report physical symptoms like *headaches* or *back pain*, even when no medical cause exists.

Diathesis-Stress Model

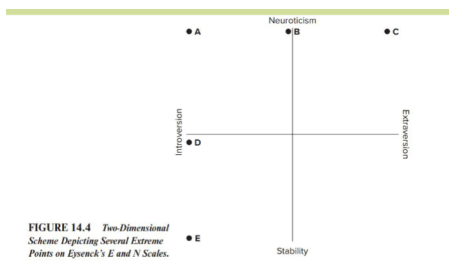
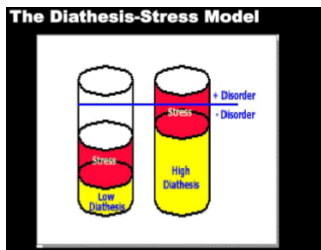
- Hans Eysenck supported the diathesis–stress model, which explains how mental disorders develop through the interaction of vulnerability and stress.
- People with *high diathesis (strong vulnerability)* need less stress to develop a disorder, while those with low diathesis require more stress before symptoms appear.

Diathesis

- A person's genetic or acquired predisposition (tendency to suffer) to illness.

Stress

- External pressures or life events that trigger symptoms.
- Eysenck linked this to neuroticism, suggesting that individuals with higher neuroticism scores are more emotionally sensitive — people with *higher neuroticism (those who are more emotionally sensitive or easily upset)* need less stress to trigger a psychological disorder.



DIMENSIONS OF PERSONALITY

- Each of these dimensions has a strong genetic basis, meaning they're partly inherited rather than learned. Eysenck emphasized that these traits exist on a continuum — most people fall somewhere between the two extremes, not entirely at one end.

Hans Eysenck proposed that personality can be described using three main dimensions, each with two opposite ends (bipolar factors):

- Extraversion vs. Introversion
- Neuroticism vs. Stability
- Psychoticism vs. Superego

Extraversion

- Extraverts are characterized by sociability, impulsiveness, jocularity, liveliness, optimism, and quick-wittedness.

Introvert

- Are quiet, passive, unsociable, careful, reserved, thoughtful, pessimistic, peaceful, sober, and controlled.

DIFFERENCES IN CORTICAL AROUSAL LEVEL

- Eysenck's idea: people naturally choose and perform best in settings that match their arousal level — extraverts thrive in lively places, introverts in quieter ones.

Extraverts

- Have lower brain arousal, so they need more stimulation (socializing, excitement) to feel alert. They get used to strong stimuli quickly and seek new experiences.

Introverts

- Have higher natural arousal, so they react more strongly to stimulation. They prefer calm, familiar environments and don't get bored easily.

Psychoticism

- This factor is independent of extraversion and neuroticism, meaning it measures a separate aspect of personality.
- Both normal and abnormal individuals can score high on neuroticism, but psychoticism specifically reflects tough-mindedness and emotional detachment.

One of the three main dimensions of personality. It's called a bipolar dimension because it has two opposite ends:

High psychoticism → linked to traits like aggression, impulsiveness, nonconformity, hostility, and anxiety. Eysenck suggested these individuals have a greater predisposition to stress and may be more vulnerable to psychotic disorders.

Low psychoticism (superego direction) → people tend to be empathetic, cooperative, caring, and socially responsible.

MEASURING PERSONALITY

- Eysenck's goal: Measure broad personality types called *superfactors*.

Maudsley Personality Inventory (MPI):

- Measured only E (Extraversion) and N (Neuroticism). Found some correlation between these two traits.

Eysenck Personality Inventory (EPI):

- Added a Lie (L) scale to detect faking.
- Measured E and N independently (almost no correlation)

Junior EPI:

- Adapted by Sybil B. G. Eysenck (1965) for children aged 7–16 years.

EYSENCK PERSONALITY QUESTIONNAIRE

- The EPQ introduced the Psychoticism (P) scale, expanding Eysenck's earlier model. It came in both adult and junior versions and served as a revision of the Eysenck Personality Inventory (EPI). Later, researchers criticized the P scale for being unclear, which led to another update — the Eysenck Personality Questionnaire-Revised (EPQ-R).
- In short, the EPQ built on the EPI by adding a new dimension of personality and refining how traits were measured.

Hans J. Eysenck: Biologically Based Factor Theory

Thursday, 14 May 2026
6:36 pm

BIOLOGICAL BASES OF PERSONALITY (EYSENCK'S VIEW)

- Eysenck believed that Psychoticism (P), Extraversion (E), and Neuroticism (N) each have strong biological roots. He supported this idea with evidence showing that these traits appear consistently across cultures and languages.

He identified three main threads of evidence for biology's role in personality:

1. Cross-cultural consistency: Researchers found nearly identical personality factors among people worldwide.
2. Stability over time: Individuals tend to keep their relative position on personality dimensions throughout life.
3. Twin studies: Identical twins show higher similarity in personality than fraternal twins, suggesting genetic influence plays a major role.

PERSONALITY AND DISEASE

- Eysenck studied how personality factors relate to disease. Working with Ronald Grossarth-Maticek, he explored links between personality traits and both cancer and cardiovascular disease.

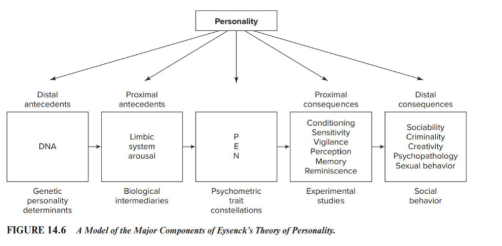
Their findings showed:

- People with a helpless or hopeless attitude are more likely to die from cancer.
- Those who respond to frustration with anger and emotional arousal are more likely to die from cardiovascular disease.

CRITIQUE OF FACTOR THEORIES

- The factor theories of Eysenck and others rate high on parsimony, on their ability to generate research, and on their usefulness in organizing data; they are about average on falsifiability, usefulness to the practitioner, and internal consistency.

CONCEPT OF HUMANITY



- Factor theories view personality as mainly shaped by genetics, not environment. Because of this, they emphasize biological influences and give little importance to social factors.
 - They are rated average on the role of conscious vs. unconscious influences, and high on the uniqueness of individuals.

However, these theories do not clearly address deeper philosophical ideas such as free choice, optimism vs. pessimism, or causality vs. teleology (purpose-driven behavior).

PERSONALITY AS A PREDICTOR

- Eysenck's model proposes that the traits Psychoticism (P), Extraversion (E), and Neuroticism (N) interact with genetic and biological factors to shape social behavior, including behaviors linked to health and disease. He argued that many psychology studies overlook personality, which can lead to mistaken conclusions — for example, personality dimensions can influence learning styles.
- Eysenck also believed that Psychoticism (P) is related to genius and creativity. He found that while many children show creativity and nonconformity, they often lose these traits as they grow older. Those who remain creative tend to have the persistence typical of high P scorers.
- Together with Sybil B. G. Eysenck, he reported that children with high P or E scores are often seen as troublemakers. Adults usually forgive extraverted children (high E) as “charming rogues,” but view high P children as more spiteful and disruptive. Over time, high E scorers often become productive adults, while high P scorers may struggle with learning problems, crime, and social difficulties.

Erikson: Post-Freudian theory

Thursday, 14 May 2026
12:15 am

ERIK ERIKSON

- Born June 15, 1902, in Southern Germany
- Adolescence: Left home; lived as a wandering artist and poet for 7 years
- Career start: Invited by Peter Blos to teach children at a new school in Vienna
- Personal struggle: Deeply affected by not knowing his biological father's identity; Anna Freud advised him to let go of the search

Personal life

- Married **Joan Serson**, a Canadian dancer, artist, and teacher — later his **editor and coauthor**.
- Continued **search for identity** through adulthood; faced emotional and relational struggles.
- Neglected his son, reflecting conflict between generativity and stagnation (one of his psychosocial stages).
- Lacked formal academic credentials, yet pursued

Academic & professional milestones

- **1949:** Refused to sign the University of California loyalty oath → left Berkeley.
- **1950:** Published *Childhood and Society* — foundational work linking **psychological, cultural, and historical influences** on identity.
- **Returned to Massachusetts** → therapist at **Austen Riggs Center**.
- **1960–1970:** Professor of **Human Development at Harvard**.
- Continued writing, lecturing, and limited clinical practice after retirement.
- **Died:** May 12, 1994, aged **91**.

Major Publications (“Greatest Hits”)

- *Childhood and Society*
- *Young Man Luther*
- *Identity: Youth and Crisis*
- *Gandhi's Truth*
- *Dimensions of a New Identity*
- *Life History and the Historical Moment*
- *Identity and the Life Cycle*
- *The Life Cycle Completed*

meaning through varied jobs and relocations.

- *A Way of Looking at Things* (compiled by Stephen Schlein)

Career milestones

- **1933:** Fled fascist Germany → attempted Denmark → settled in **United States**.
- **Name change:** From *Homburger* to *Erikson* — symbolic of self-reinvention and identity formation.
- **Boston:** Established a **modified psychoanalytic practice**.
- **Academic posts:** Yale (1936) → UC Berkeley (1938) — began integrating psychoanalysis with cultural and social perspectives.

Erikson insisted that personality is a product of history, culture, and biology; and his diverse methods of investigation reflect this belief.

- He employed anthropological, historical, sociological, and clinical methods to learn about children, adolescents, mature adults, and elderly people from different walks of life
- adopted a more *egalitarian* and personal stance towards his patients that did Freud

Used the same technique as Freud, but interpretations center around the search for identity

Egalitarian

- Relating to or believing in the principle that all people are equal and deserve equal rights and opportunities.

Erikson: Post-Freudian theory

Thursday, 14 May 2026
12:29 am

EGO (Erikson's Version)

Ego

- The ego is the core of personality and the positive force that forms a sense of "I." It helps individuals adapt to life's conflicts and crises while preserving their individuality against social pressures. Initially weak at birth, the ego strengthens over time, becoming the unifying center that integrates experiences and actions. Its main function is to organize personality and maintain coherence, allowing a person to act and think in an adaptive, balanced manner.

Body Ego

- A way of seeing our physical self as different from other people.

Ego Ideal

- Represents the image we have of ourselves in comparison with an established ideal; it is responsible for our being satisfied or dissatisfied not only with our physical self but with our entire personal identity.

Ego Identity

- The image we have of ourselves in the variety of social roles we play

SOCIETY'S INFLUENCE

- The ego exists as potential at birth, but it must emerge from within a cultural environment.
- emerges from and largely shaped by society.

Pseudospecies

- Refers to a group perceived as a distinct species, often used metaphorically to describe human social groups treated as biologically separate due to cultural differences.

Epigenetic Principle

- A term borrowed from embryology; implies a step-by-step growth of fetal organs.
- One stage emerges from and is built upon a previous stage, but it does not replace the earlier stage.
- For example: Children starts to crawl, crawl to run, run to jump. But still able to retain these abilities.

Epigenesis

- That one character develops on top of another in space and time.

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STAGES OF PSYCHOSOCIAL DEVELOPMENT

- **First**, Growth takes place according to the epigenetic principle.
- **Second**, in every stage of life there is an interaction of opposites that is, a conflict between a *syntonic* (*harmonious*) element and a *dystonic* (*disruptive*) element.
- Interaction of opposites produces: Ego strength.

Too much syntonic - *maladaptive tendency*

Too much dystonic - *malignant tendency (core pathology)*

Basic Strength

- The ego quality that emerges from the conflict between antithetical (contrasted) elements in Erikson's stages of development.

Core Pathology

- A psychosocial disorder at any of the eight stages of development that results from too little basic strength.

Identity Crisis

- A turning point, a crucial period of increased vulnerability and heightened potential.

Virtues

- Qualities or strengths that emerge from successful resolution of the crisis.

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STAGES OF DEVELOPMENT

Infancy (0-1 year)

- *Trust Vs. Mistrust*. Emotional and physical needs not being satisfied - mistrust, emotional and physical needs being satisfied - trust. A time of incorporation with their senses.

Two modes of incorporation:

1. **Receiving**
2. **Accepting**

Psychosexual mode: Oral-Sensory mode/Oral-Respiratory Sensory Kinesthetic(Incorporative Modes).

Basic strength of Infancy: Hope

MALDEVELOPMENT

Sensory maladjustment - due to excessive protection, person will be gullible, happens when a baby receives too much protection.

Withdrawal - due to low trust, become depressed, paranoid or maybe psychotic, happens when baby experiences too little care or inconsistent affection.

Early Childhood (1-3 year)

- *Autonomy Vs. Shame & Doubt*. Children learn to control their body, especially in relation to cleanliness and mobility. A time of expulsive self-expression and compulsive deviance.

Psychosexual mode: Anal-Urethral-Muscular Mode (Retentive Eliminative).

Basic strength of early childhood: Will

MALDEVELOPMENT

Impulsiveness - Jumping into anything without considering the pros and cons.

Compulsion - Asks help In everything they do to ensure the action being done properly.

Erikson: Post-Freudian theory

Thursday, 14 May 2026
12:29 am

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Play Age (3-6 years)

- *Initiative Vs. Guilt*. Child learns necessary physical skills to play. Accompanied by increasing facility at locomotion. Children now set goals and pursue them with purpose, even though they know their limitations.

Psychosexual mode: Genital-Locomotor Mode/Infantile-Genital, Locomotor (Intrusive-Inclusive).

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Basic strength of early childhood: Will

Basic strength of the Play age: Purpose

MALDEVELOPMENT

Ruthlessness - Being initiative with no mercy/feeling.

Inhibition - Will not try new things.

School Age (6-12 years)

- *Industry Vs. Inferiority.* Begin to form self-images the origin of ego identity; that feeling of "I" or "me-ness" that evolves more fully during adolescence. Child learns skills with the help of family and community, their wish to know becomes strong.

Psychosexual mode: Latency

Basic strength of the School age: Competence

MALADJUSTMENT

Narrow Virtuosity - Only developing one area, neglecting others. (e.g., a child praised only for academic success may ignore social or creative development).

Inertia - Fearing failure, won't change or explore new possibilities.

Adolescence (12-17 years)

- *Identity Vs. Role confusion.* By the end of this period, a person must gain a firm sense of ego identity. Permitted to experiment in a variety of ways and try out new roles and beliefs while seeking to establish a sense of ego identity. A period of social latency of trial and error.
 - Puberty, defined as genital maturation, triggers expectations of adult roles yet ahead.
 - **Identity emerges from two sources:**
 1. Adolescents' affirmation or repudiation of childhood identifications.
 2. their historical and social contexts, which encourage conformity to certain standards.

Basic strength: Fidelity

MALADJUSTMENT

Fanaticism - being too involved in a particular role in a society and offering no room for tolerance. It's an *overdevelopment* of identity, too much certainty, not enough flexibility.

Repudiation - rejecting their membership of society; rejecting their identity and forming their own groups that deviate from society. Underdevelopment of identity, too much rejection, not enough belonging.

Young Adulthood (18-40 years)

- *Intimacy Vs. Isolation.* Build a **stable, intimate relationship** where both partners feel secure and equal. True intimacy exists only when two people can connect deeply while maintaining their own sense of self.

Psychosexual mode: *Genitality* — mature love based on mutual trust, respect, and emotional closeness, not just physical attraction.

Basic strength: Love

MALADJUSTMENT

Promiscuity - becoming too intimate too easily and too frequently without any deep intimacy/commitment.

Exclusion - Tendency to isolate from relationships and developing certain hatefulness to compensate for one's loneliness.

Adulthood (40-65 years)

- *Generativity Vs. Stagnation.* Time when people begin to take their place in society and assume responsibility for whatever society produces. The longest stage of development. Assuming responsibility for the care of offspring that result from that sexual contact.

Psychosexual stage: Procreativity

Basic strength: Care

Generativity

- Expected to guide the next generation (likely your children).

Stagnation

- When people become too absorbed in themselves, to self-indulge.

MALADJUSTMENT

Rejectivity - the unwillingness to take care of certain persons or groups; no longer contributing to society.

Overextension - too generative to the point that they have no time to relax or to unwind.

Old Age (65-death)

- *Integrity Vs. Despair*. A time of senility, depression, and despair. Include a greater appreciation for the traditional lifestyle of the opposite sex.

Psychosexual mode: Generalized sensuality - means to take pleasure in a variety of different physical sensations.

Basic strength: Wisdom

Integrity

- Acceptance of their death (happy go lucky); contented with what they have.

Despair

- Want to achieve more but now can't due to their limitations (e.g., age).

MALADJUSTMENTS

Presumption - Presumes too much and does not listen to the ideas and views of the younger generation.

Disdain - Think that they are worthless; hate their lives and all others' lives.

Psychohistory

- A controversial field that combines psychoanalytic concepts with historical methods.
- "the study of individual and collective life with the combined methods of psychoanalysis and history"

Erikson: Post-Freudian theory

Thursday, 14 May 2026
12:29 am

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Erikson: Post-Freudian theory

Monday, 11 May 2026
7:29 pm

- Erik Erikson coined the term "**identity crisis**"
- Changed his name three times:
 1. Erik Salomonsen
 2. Homburger
 3. Erikson
- Erikson showed some identity confusion. For example, he spoke mostly in German—the language of his youth—and rarely spoke in English, his primary language for more than 60 years
- Had no college degree of any kind.
- His post-Freudian theory extended Freud's infantile developmental stages into **adolescence, adulthood, and old age**.
- Erikson placed more emphasis on both *social* and *historical* influences.

Erikson - "each stage a specific psychosocial struggle contributes to the formation of

5. Biological aspect

- Erikson acknowledged biology alongside social factors.

6. Multiplicity of influences

- Later development shaped by past, present, and future events.
- What happens in infancy or childhood does not automatically determine your personality in adulthood.

7. Identity crisis

- An identity crisis happens when a person reaches a stage where they must make important choices about who they are.
- It's called a turning point because it's a moment of both vulnerability (you feel uncertain, confused, or insecure) and potential (you have the chance to grow and define yourself).
- It is not catastrophic — it doesn't mean your life is falling apart. Instead, it's a normal part of development.

personality."

Identity crisis - a turning point in one's life that may either strengthen or weaken personality.

Biography of Erik Erikson:

- Born on June 15, 1902
- Born in Southern Germany.
- Artist and poet
- Ana Freud - Erikson's employer & psychoanalyst.
- Married Joan Serson.
- Had 4 children: Kai, Jon, Neil (the son with down syndrome), and Sue.
- Died on May 12, 1994, at the age of 91.

What is Ego?

- Person's ability to unify experiences and actions in an adaptive manner.
- Positive force that creates a self-identity, a sense of "I".
- Center of our personality.
- Helps us adapt to the various conflicts and crises of life and keeps us from losing our individuality to the leveling forces of society.
- Partially unconscious
- Weak in childhood. Begins to form in adolescence.

Erikson identified 3 interrelated aspects of ego:

- 1. Body ego** - refers to the experience with our body; a way of seeing our physical self as different from other people.
 - 2. Ego ideal** - represents the image we have of ourselves in comparison with an established ideal; it is responsible for our being satisfied or dissatisfied not only with our physical self but also with our entire personal identity.
 - 3. Ego identity** - is the image of we have of ourselves in the variety of social roles we play.
- Although adolescence is ordinarily the time when these three components are changing most rapidly, alterations in body ego, ego ideal, and ego identity can and do take place at any stage of life.

Society's Influence

Sioux Nation

- Practice: prolonged, permissive nursing (up to 4-5 years).
- Outcome: "oral" personalities → pleasure through mouth functions.
- Cultural value: generosity.
- Unlimited breastfeeding → foundation for generosity.
- Suppression of biting → fortitude and ferocity.

Yurok Nation

- Practice: strict regulation of elimination (urine/feces).
- Outcome: "anal" personalities → compulsive neatness, stubbornness, miserliness.
- Cultural adaptation: fits fishing style requiring order and discipline.

Pseudospecies - refers to a group perceived as a distinct species, often used metaphorically to describe human social groups treated as biologically separate due to cultural differences.

Epigenetic principle

- One stage emerges from and is built upon a previous stage, but it does not replace the earlier stage.
- For example: Children starts to crawl, crawl to run, run to jump. But still able to retain these abilities.

Erikson's Eight Stages of Development

	A	B	C	D	E	F	G	H
Old Age VIII MATURITY								Ego Integrity vs. despair WISDOM
Adulthood VII							Generativity vs. stagnation Self-Absorption CARE	
Young Adulthood VI						Intimacy vs. isolation LOVE		
Adolescence V PUBERTY AND ADOLESCENCE					Identity vs. confusion FIDELITY			
School Age IV LATENCY				Industry vs. inferiority COMPETENCE				
Play Age III LOCOMOTOR GENITAL			Initiative vs. guilt PURPOSE					
Early Childhood II MUSCULAR ANAL		Autonomy vs. shame, doubt WILL						
Infancy I ORAL SENSORY	Basic Trust vs. basic mistrust HOPE							

1. Infancy - Time of incorporation; with infants "taking in" not only through their mouth but through their various sense organs as well. Like through their eyes. As they take in food and sensory information, the infant learns to either trust or mistrust the outside world.

- **Oral-Sensory mode** - Infancy is marked by this. A phrase that includes infants' principal psychosexual mode of adapting. Characterized by two modes of incorporation:
 - 1. Receiving** - Infants can receive even in the absence of other people, like taking in air through the lungs.
 - 2. Accepting** - Infants not only must get, but also must get someone else to give. This early training in interpersonal relations helps them learn to trust or mistrust other people.

Basic Trust - The infant develop basic trust if their pattern of accepting thins correspond with culture's way of giving things. For example :

- They realize their mother will provide food regularly.
- If they constantly hear the pleasant, rhythmic voice of their mother.
- If they can rely on an exciting visual environment.

		Parts		
		A	B	C
Early childhood	3 Play age	3 _A	3 _B	3 _C
	2	2 _A	2 _B	2 _C
	1 Infancy	1 _A	1 _B	1 _C

Stages of Psychosocial Development (principles)

1. Epigenetic principle

- Growth is sequential; each part arises from the previous.
- New components don't replace old ones, they build on them.

2. Interaction of opposites

- Each stage = conflict between syntonic (positive) and dystonic (negative) elements.
- Example: Infancy (trust vs. mistrust).
- Both sides are necessary for balance.

3. Ego quality/basic strength

- Conflict produces a new strength (e.g., trust vs. mistrust → hope).
- each stage yields a distinct ego strength.

4. Core pathology

- Too little strength → negative outcome.
- Example: lack of hope → withdrawal (meaning: the negative outcome when the crisis of a stage is not successfully resolved).

Cattell, McCrae and Acosta: Five-Factor Trait Theory

Sunday, 17 May 2026
6:18 pm

OVERVIEW OF TRAIT AND FACTOR THEORIES:

- Trait and factor theories, developed by McCrae and Costa, use factor analysis to identify stable personality traits — enduring dispositions that shape behavior. *They proposed the Five-Factor Theory (Big Five)*, which includes:

- **Neuroticism**
- **Extraversion**
- **Openness to experience**

- Agreeableness

- Conscientiousness

This model suggests that personality can be understood through these five broad dimensions, each influencing how people think, feel, and act.

THE PIONEERING WORK OF RAYMOND B. CATTELL

- Raymond B. Cattell (1905–1998) was an English psychologist who spent most of his career in the United States. He pioneered the inductive method of studying personality — gathering data without preconceived ideas about how many traits exist or what they should be called. This approach influenced later researchers like McCrae and Costa, who also used data-driven methods to identify personality factors.

In essence, Cattell's work laid the foundation for modern trait theories, emphasizing empirical discovery over theoretical assumptions.

CATTELL'S MEDIA OF OBSERVATION:

L Data

- A person's life record derived from observations made by other people.

Q Data

- Self-reports obtained from questionnaires and other techniques designed to allow people to make subjective description of themselves.

T Data

- Objective tests which measures performance such as intelligence, speed of responding, and other such activities designed to challenge people's maximum performance.

Cattell divided personality traits into **common (shared by many)** and **unique (specific to one person)**. He distinguished source traits, which are deep and stable, from surface traits, which are observable behaviors. Traits were grouped into **temperament (how one behaves)**, **motivation (why one behaves)**, and **ability (how well one performs)**. His research identified 35 *primary traits*, mostly related to temperament. Of these, 23 describe normal personality and 12 describe *pathological traits*. The most well-known are the *16 Personality Factors (16 PF)*, used to measure normal personality patterns.

The Sixteen Personality Factor Questionnaire Dimensions		
Factor	Low Score Description	High Score Description
A. Warmth	Reserved - detached, critical, aloof, stiff	Outgoing - warmhearted, easy going, participating
B. Intellect	Less Intelligent - concrete thinking	More Intelligent - abstract thinking, bright
C. Emotional Stability	Affected By Feelings - emotionally less stable, easily upset, changeable	Emotionally Stable - mature, faces reality, calm
E. Aggressiveness	Humble - mild, easily led, docile, accommodating	Assertive - aggressive, stubborn, competitive
F. Liveliness	Sober - taciturn, serious	Happy-Go-Lucky - enthusiastic
G. Dominance	Equipped - obeys strict rules	Conscientious - persistent, methodical, stable
H. Social assertiveness	Shy - timid, timid, sensitive	Weltermore - un inhibited, socially bold
I. Sensitivity	Tough-Minded - self-reliant, realistic	Tender-Minded - sensitive, clinging, over-protected
L. Perseverance	Flexibility - accepting conditions	Stagnation - hard to lead
M. Abstractness	Practical - "down-to-earth" concerns	Imaginative - Bohemian, absent-minded
N. Introversion	Fearful - unassertive, genuine but socially inferior	Achieve - polished, socially aware
O. Anxiety	Self-Assured - placid, secure, complacent, serene	Apprehensive - self-reproaching, insecure, worrying, troubled
Q1. Open-Mindedness	Conservative - respecting traditional ideas	Experimenting - liberal, free thinking
Q2. Independence	Group-Dependent - a "follower" and sound follower	Self-Sufficient - resourceful, prefers own decisions
Q3. Perfectionism	Undisciplined Self-Careless - lax, follows own urges, careless of social rules	Controlled - cautious, will power, socially precise, complete
Q4. Tension	Relaxed - tranquil, unfrustrated, composed	Tense - frustrated, driven, over-mought

BASICS OF FACTOR ANALYSIS

- Factor analysis is a mathematical method used to reduce many variables into fewer, broader factors that represent clusters of related traits. It begins with observations of individuals, then calculates correlations to find relationships among variables.

-These factors become units of personality, and their relationships to observed variables are shown through factor loadings, which measure how strongly each variable connects to a factor.

Traits can be:

- **Unipolar** (ranging from low to high)
- **Bipolar** (two opposites, like introversion–extraversion).

- A unipolar trait measures a quality on a single scale from low to high. It doesn't have two opposite ends, just the presence or absence of one characteristic.

Example: height — someone can be short, medium, or tall, but there's no "opposite of height." In personality, impulsiveness can be low, moderate, or high, but it doesn't flip into a different trait.

In contrast, bipolar traits (like introversion–extraversion) exist on a continuum with two opposing poles.

To make results meaningful, analysts rotate axes —

Orthogonal rotation

- Keeps factors uncorrelated (axes at 90°).

Purpose: Its purpose is to keep factors independent — no overlap or correlation. Each factor represents a separate trait, making results easier to interpret. For example, extraversion and conscientiousness remain distinct, with scores unaffected by each other.

Oblique rotation a

- Allows correlations among factors and usually yields more traits.

Purpose: let factors be correlated. Unlike orthogonal, it assumes traits can overlap — for example, extraversion and agreeableness may share variance. This often produces more realistic personality dimensions, since human traits are rarely fully independent.

Cattell, McCrae and Acosta: Five-Factor Trait Theory

Sunday, 17 May 2026
10:18 pm

THE BIG FIVE: TAXONOMY OR THEORY?

- A large number of researchers, including Robert McCrae and Paul Costa, Jr., have insisted that all personality structure can be subsumed under five, and only five, major factors.

ROBERT ROGER McCRAE

Born: April 28, 1949, in Maryville, Missouri

Education: Philosophy degree from Michigan State University; PhD in Psychology from Boston University

Influence: Followed Raymond Cattell's lead in using factor analysis to study personality structure

Career: Worked with Paul Costa at the National Institute of Health

Contribution: Co-developed the Five-Factor Model (Big Five), a major framework for understanding personality traits

PAUL T. COSTA, JR.

Born: September 16 in Franklin, New Hampshire

Education:

Undergraduate degree in Psychology from Clark University (1964)

Master's (1968) and PhD (1970) from the University of Chicago

Career: Joined Robert McCrae at the National Institute of Aging in 1978

Research Focus: Human development and aging

Collaboration: With McCrae, co-authored over 200 research articles, chapters, and books

Contribution: Together, they developed the Five-Factor Model (Big Five), shaping modern personality psychology

OVERVIEW OF THE BIG FIVE PERSONALITY MODEL:

Origins and Development

- Trait study began with Allport and Odbert (1930s), continued by Cattell (1940s), and later by Tupes, Christal, and Norman (1960s).
- In the 1970s–1980s, Costa and McCrae expanded personality taxonomies using factor analysis to study stability and structure.
- They identified three initial traits: Extraversion (E), Neuroticism (N), and Openness to Experience (O).
- Lewis Goldberg (1981) coined the term “Big Five”, describing consistent findings across studies.
- Costa and McCrae later added Agreeableness (A) and Conscientiousness (C), completing the Five-Factor Model.

Five Factors Found

- By 1985, Costa and McCrae shifted from a three-factor to a five-factor model.
- The NEO Personality Inventory (NEO-PI) initially measured N, E, and O; the revised NEO-PI-R (1992) added A and C.
- They analyzed other major inventories, including the Myers-Briggs Type Indicator and Eysenck Personality Inventory.

Major Questions in Personality Research

1. **Common Language Problem:**
 - Many personality inventories used different variables, making comparisons difficult.
2. **Structure of Personality:**
 - Competing models: Cattell (16 factors), Eysenck (3 factors), and Costa & McCrae (5 factors).

Cross-Cultural and Lifespan Findings

- The Big Five traits appear consistently across cultures and languages.
- They show stability over time — adults tend to maintain a consistent personality structure as they age.

Cattell, McCrae and Acosta: Five-Factor Trait Theory

DESCRIPTION OF FIVE FACTORS

McCrae and Costa agreed with Eysenck that personality traits are **bipolar** — people score high on one end and low on the other.

Most individuals fall **near the middle** of each trait, with only a few at the extremes.

Neuroticism (N) and **Extraversion (E)** are the **strongest and most universal** traits, conceptualized similarly to Eysenck's definitions.

Factor	Low Score Description	High Score Description
Neuroticism	Calm, Even-tempered, Self-satisfied, Comfortable, Unemotional, Vary	Worrying, Temperamental, Self-playing, Self-conscious, Emotional, Vulnerable
Extraversion	Reserved, Loner, Quiet, Passive, Shy, Unloving	Affectionate, Warm, Talkative, Active, Fun-loving, Personable
Openness to Experience	Down-to-earth, Unimaginative, Conventional, Prefer routine, Uncurious, Conservative	Imaginative, Creative, Original, Prefer variety, Curious, Liberal
Agreeableness	Ruthless, Suspicious, Stingy, Antagonistic, Critical, Unstable	Selfless, Trusting, Generous, Acquiescent, Lament, Good-natured
Conscientiousness	Negligent, Lazy, Disorganized, Late, Aimless, Quitting	Conscientious, Hardworking, Well-organized, Punctual, Ambitious, Persevering

Taken from McCrae and Costa (2003).

Extraversion

- Involves seeking social stimulation and enjoying the company of others.
 - Includes traits like assertiveness, sociability, enthusiasm, and positive emotion.

High scorers: affectionate, talkative, fun-loving, and energetic.

Low scorers: quiet, reserved, passive, and emotionally restrained.

Neuroticism

- Reflects the tendency to experience negative emotions such as anxiety, irritability, and depression.
 - They react more intensely to stressors and take longer to recover.

High scorers: anxious, self-conscious, emotional, and vulnerable to stress.

Low scorers: calm, even-tempered, self-satisfied, and emotionally stable.

Openness to Experience

- Reflects preference for variety, creativity, and curiosity over routine and familiarity.

High scorers: imaginative, curious, liberal, and open to new ideas.

Low scorers: conventional, conservative, and comfort-seeking in familiar settings.

Agreeableness

- Distinguishes kind-hearted individuals from ruthless ones.

High scorers: trusting, generous, and good-natured.

Low scorers: suspicious, irritable, and critical of others.

Conscientiousness

- Describes people who are organized, disciplined, and goal-oriented.

High scorers: hardworking, punctual, and persevering.

Low scorers: disorganized, negligent, and likely to give up easily.

EVOLUTION OF THE FIVE-FACTOR THEORY

- Initially a **taxonomy** of personality traits.
- By late 1980s, Costa & McCrae confirmed a stable personality structure.
- Transitioned from taxonomy to **theory**, integrating change, growth, and encouraging empirical research and organization of findings.
- They argued older personality theories leaned too much on **personal clinical impressions** and **speculative ideas**.
- Instead of discarding them outright, they emphasized building **new theories** that:
 - Preserve **valuable insights from the past**
 - Incorporate **solid evidence from modern research**

UNITS OF FIVE-FACTOR THEORY

Core Components:

- **Basic tendencies:** Innate traits that remain stable over time.
- **Characteristic adaptations:** How traits are expressed in real life, including self-concept, habits, and goals.

Peripheral Components:

- **Biological bases:** Genetics and physiology that influence personality.
- **Objective biography:** Life events and experiences shaped by personality.
- **External influences:** Culture, environment, and social context affecting behavior.

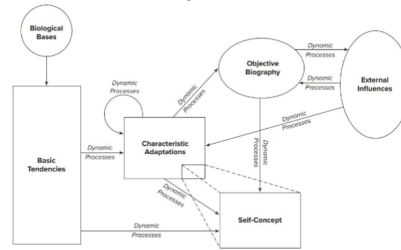


FIGURE 13.3 Operation of the Personality System According to FFT. Arrows Indicate the Direction of Causal Influences, Which Operate Through Dynamic Processes.
Source: From McCrae and Costa (1996).

BASIC TENDENCIES

- Basic tendencies are the **biological foundation of personality**. They represent the raw capacities and dispositions that shape who we are. These tendencies can be **inherited genetically**, influenced by **early experiences**, or altered by **illness or psychological intervention**.
- They go beyond the five major personality traits — including **cognitive abilities, artistic talent, sexual orientation**, and the processes that allow us to **acquire language**. What makes them distinct is their **stability across time and situations**: even though life circumstances change, these underlying tendencies remain consistent, defining an individual's **potential and long-term direction**.

Cattell, McCrae and Acosta: Five-Factor Trait Theory

Characteristic Adaptations

- These are the **learned patterns of behavior** — habits, skills, beliefs, and attitudes — that develop as people interact with their environment. Unlike basic tendencies, which are stable and biological, characteristic adaptations are **flexible** and shaped by culture, relationships, and life experiences.

In short:

- **Basic tendencies** = *innate potential* (what we *can* do).

- **Characteristic adaptations** = *expressed behavior* (what we *actually learn and practice*).

Self-Concept

- Self-concept is the **knowledge, beliefs, and attitudes about oneself**. It's considered a **characteristic adaptation** because it develops through experience and influences behavior.
 - Includes *personal myths* — the stories we tell ourselves about who we are.

Biological Bases

- Personality traits are rooted in **biology**. Influenced by **genes, hormones, and brain structures**.
 - Environment does not directly shape basic tendencies, but it affects how they are expressed through adaptations.

Example: Growing up in a family of musicians leads them to practice daily, develop performance skills, and build confidence. In contrast, if they never had access to instruments, that talent might remain hidden.

Objective Biography

- It refers to **everything a person does, thinks, or feels across their entire life**. The focus is on **objective events and experiences** — what actually happened — rather than how someone personally interprets or remembers those events.

McCrae and Costa emphasize that a person's life story is best understood through these concrete experiences, not just subjective perceptions.

External Influences

- Behavior doesn't come only from inner traits — it's shaped by the **interaction between characteristic adaptations and the environment**. Opportunities, demands, culture, and social context all influence how people express their basic tendencies.

BASIC POSTULATES

- Each of the components of the personality system (except biological bases) has core postulates.

POSTULATE FOR BASIC TENDENCIES:

Individuality Postulate

- Every adult has a unique trait pattern; OCEAN levels differ due to genetic variability.

Origin Postulate

- All personality traits are the result solely of endogenous (internal) forces, such as genetics, hormones, and brain structures.

Development Postulate

- Assumes that traits develop and change through childhood, but in adolescence, their development slows, and by early to mid-adulthood (roughly age 30), change in personality nearly stops altogether

Structure Postulate

- States that traits are organized hierarchically from narrow and specific to broad and general
 - grows out of McCrae and Costa's long-held position that the number of personality dimensions is five and only five.

POSTULATES FOR CHARACTERISTIC ADAPTATIONS

- Personality traits influence how people adapt through consistent patterns of thoughts, feelings, and behaviors.
 - Basic tendencies help individuals select environments that match their dispositions.

Maladjustment postulate

- Our responses are not always consistent with personal goals or cultural values

Plasticity postulate

- While basic tendencies are stable, adaptations are flexible and can change with maturation, environment, or deliberate interventions.

Cattell, McCrae and Acosta: Five-Factor Trait Theory

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CRITIQUE OF TRAIT & FACTOR THEORIES

Strengths: High on **parsimony** (simplicity), strong in **research generation**, and useful for **organizing data**.

Limitations: Average on **falsifiability**, **practical usefulness**,

and **internal consistency**.

CONCEPT OF HUMANITY

- Personality seen as **largely genetic**, with minimal environmental influence.
- Rated **high on biological factors, low on social factors**.
- Average balance between **conscious vs unconscious influences**.
- Strong emphasis on **individual uniqueness**.
- Weak or unclear treatment of **free choice, optimism/pessimism, and causality vs teleology**.

Carl Rogers: Person Centered Theory

Monday, 18 May 2026
10:13 am

BIOGRAPHY OF CARL RANSOM ROGERS

Early Life & Education

- Born in 1902 in Oak Park, Illinois
- Initially pursued agriculture studies at the University of Wisconsin
- Briefly attended seminary in 1924, intending to become a minister
- Shifted to psychology and earned a Ph.D. from Columbia in 1931

Career Beginnings

- Influenced by Otto Rank
- Worked as a clinician in Rochester for nearly 12 years
- Published *The Clinical Treatment of the Problem Child* (1939)
- Joined Ohio State University in 1940, where he developed his therapy approach

Major Contributions

- Served as APA President (1946–1947)
- Published *Client-Centered Therapy* (1951), a landmark work
- Moved to California in 1964 and co-founded the Center for Studies of the Person
- Passed away in 1987 following surgery on a broken hip

OVERVIEW OF PERSON-CENTERED THEORY

- Grew Out Experiences as a Psychotherapist
- Called for Empirical Research to Support Personality Theory
- Not Comfortable with Notion of Theory
- Never Systematically Reformulated Theory of Personality

Carl Rogers: Person Centered Theory

Monday, 18 May 2026
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THE DIFFERENT NAMES FOR PERSON CENTERED THEORY:

- Client-Centered - "**Rogers' Therapy**"
- Person-Centered - "**Rogerian personality theory**"

- Rogers' person-centered theory comes closest to using the if-then framework.

BASIC ASSUMPTIONS

Formative Tendency

- Defined as the tendency of matter (organic and inorganic) to evolve from simpler to more complex forms. Suggests that all matter, living and non-living,

Self-Concept

- The self-concept is the image you have of yourself — what you think and feel about “me.” It’s *not always accurate*, and it’s different from your true, natural self (the organismic self).
- When something doesn’t fit your self-concept, you often deny it or twist it to make it fit.
- An established self-concept does not make change impossible, merely difficult.

For example, if you see yourself as “brave,” you might ignore moments of fear or call them “excitement.”

The Ideal Self

- the person you *want* to be — your dream version of

naturally moves toward greater complexity and organization.

- Serves as a foundation for Rogers' belief in human growth and self-actualization.

Actualizing Tendency

- Tendency within all humans (and other animals and plants) to move toward completion or fulfillment of potentials.

- Actualization involves the whole person physiological and intellectual, rational and emotional, conscious and unconscious.

Need for maintenance

- Includes such basic needs as food, air, and safety; but it also includes the tendency to resist change and to seek the status quo.

Need for enhancement

- Need to become more, to develop, and to achieve growth.

CONDITIONS FOR ACTUALIZATION:

1. **Congruence or authenticity** - being genuine and consistent in behavior and feelings.

2. **Empathy**

3. **Unconditional Positive Regard**

- These three qualities do not directly cause personal change. Instead, they create an environment that allows individuals to actualize their innate tendency toward self-fulfillment. Rogers regarded these three conditions as *both necessary and sufficient* for becoming a fully functioning or self-actualizing person.

THE SELF AND SELF-ACTUALIZATION

Rogers said babies start to form a sense of self when they realize "I" or "me."

Organismic Valuing

- Suggests that evolution has equipped us with the senses and discriminations necessary to instinctively know what is good for us.

Self-Actualization

- As the self develops, people naturally want to grow into the best version of themselves.

TWO DRIVES:

1. **Actualization tendency (organismic tendency)** - your natural growth as a whole person.

2. **Self-actualization tendency** - growth based on how you see yourself.

- If your true self and your self-image match, you feel balanced. If they don't, you feel conflict and stress.

- **Example:** Imagine a child who naturally loves drawing (organismic tendency).

- If they see themselves as "an artist," their self-actualization matches their natural drive → they thrive.
- If they're told "drawing is useless" and start seeing themselves as "not creative," their self-image clashes with their natural drive → tension builds.

yourself. It's made up of the positive qualities you hope to have, like being confident, kind, or successful.

- If your **self-concept** (how you see yourself now) is very different from your **ideal self**, that gap creates **incongruence**. *Incongruence (inner conflict)* and can lead to an unhealthy personality.

Awareness

- Means noticing and symbolizing part of your experience — like turning feelings or events into an inner picture of "what's happening."

THREE LEVELS OF AWARENESS:

1. **Ignored or denied**

- You don't let the experience into awareness (e.g., you feel angry but pretend you're fine).

2. **Accurately symbolized and freely admitted to the self-structure.**

- You clearly recognize and accept the experience (e.g., "I'm angry right now").

3. **Distorted**

- You let it in, but twist it to fit your self-concept (e.g., calling anger "just excitement").

Denials of Positive Experience

- many people have difficulty accepting genuine, compliments and positive feedback, even when deserved.

they may:

- *Distort it* → think the person is not sincere or has hidden motives.

- *Deny it* → reject the compliment because they don't feel worthy.

- *See it as criticism* → believe that if someone can praise them, they also have the right to judge or condemn them.

Becoming a Person

- To grow, a person first needs **contact** with others — whether positive or negative.
- From this, people develop a need to be **loved, liked, or accepted**. Rogers called this **positive regard**.
- When you receive positive regard from others, you can then develop **positive self-regard** — the ability to value and prize yourself.

BARRIERS TO PSYCHOLOGICAL HEALTH

Conditions of Worth

- Happen when people feel loved or accepted **only if** they meet others' expectations. For example, a child may believe "I'm valued only when I get good grades."
- They develop when important people (like parents or teachers) give **conditional positive regard** — approval only when the child behaves a certain way. Over time, these conditions become the rules we use to accept or reject our own experiences.

External Evaluations

- We start seeing ourselves through others' eyes, which can block us from being fully open to our real feelings.

Carl Rogers: Person Centered Theory

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Incongruence

- This happens when your **self-concept** (how you see yourself) doesn't match your **organismic experience** (your true, natural feelings).

Vulnerability

- The bigger the gap between your self-concept and your real experiences, the more **vulnerable** you become.

-People are most vulnerable when they don't even realize the gap exists.

Anxiety

"A state of uneasiness or tension whose cause is unknown".

Threat

- An awareness that our self is no longer whole or congruent. You realize something about you doesn't fit with your self-concept.

- They can be *signals* that help you grow. They alert you that your real experiences don't match your self-concept
- Experienced as we gain awareness of incongruence.

Defensiveness

- Protecting your self-concept when you feel anxiety or threat. You do this by blocking or twisting experiences that don't fit your self-image.

TWO TYPES OF DEFENSIVENESS:

Distortion

- You change the meaning of an experience so it matches your self-concept.

- **Example:** If you see yourself as "kind," but you snap at someone, you might say, "I was just being honest," instead of admitting you were rude.

Denial

- You refuse to let the experience into awareness.

- **Example:** Ignoring feelings of jealousy because they don't fit your self-image of being "secure."

Disorganization

- When the gap between your self-concept (how you see yourself) and your organismic experience (your true feelings) becomes too big or too sudden to hide.

At this point, denial or distortion no longer works. Your behavior becomes inconsistent:

- Sometimes you act according to your real feelings.

- Other times you act according to your broken or "shattered" self-concept.

PSYCHOTHERAPY

Conditions

- Client-centered therapy works when three counselor qualities are present:

1. Congruence
2. Unconditional Positive Regard
3. Empathic Listening

- Rogers said all three are **necessary and sufficient** for change, but *congruence* is the most basic. It's a general quality of the therapist, while the other two are specific attitudes toward each client.

Counselor Congruence

- Means the therapist is **genuine** — their feelings, awareness, and expression all match. Therapist is

PROCESS

STAGES OF THERAPEUTIC CHANGE:

1. clients are unwilling to communicate anything about themselves.
2. they discuss only external events and other people.
3. they begin to talk about themselves, but still as an object.
4. they discuss strong emotions that they have felt in the past.
5. they begin to express present feelings.
6. they freely allow into awareness those experiences that were previously denied or distorted.
7. they experience irreversible change and growth.

THEORETICAL EXPLANATION FOR THERAPEUTIC CHANGE

- When people feel **unconditionally accepted and prized**, they realize they are truly **lovable**.
- This helps them begin to **value themselves** and see themselves more accurately.
- As a result, their self-concept (how they see themselves) becomes more congruent with their organismic experiences (their true feelings and nature).
- This alignment leads to **psychological growth and health**.

TABLE 10.1

Rogers' Theory of Therapeutic Change

<i>If</i> the following conditions exist:	<i>Then</i> therapeutic change occurs and the client will
1. a vulnerable or anxious client	1. become more congruent;
2. contacts a counselor who possesses	2. be less defensive;
3. congruence in the relationship,	3. become more open to experiences;
4. unconditional positive regard for the client, and	4. have a more realistic view of the world;
5. empathic understanding for the client's internal frame of reference, and	5. develop positive self-regard;
6. the client perceives Conditions 3, 4, and 5—the three necessary and sufficient conditions for therapeutic growth;	6. narrow the gap between ideal self and real self;
	7. be less vulnerable to threat;
	8. become less anxious;
	9. take ownership of experiences;
	10. become more accepting of others;
	11. become more congruent in relationships with others.

The Person of Tomorrow

- Someone who can adapt to change and remain open to new experiences. They live fully in the moment, practicing what he called *existential living*, and they form harmonious relationships with others. Such a person feels more integrated, with no artificial split between conscious and unconscious processes. They carry a basic trust in human nature and, because of this openness and authenticity, they enjoy a richer, more meaningful life.

PHILOSOPHY OF SCIENCE

Rogers believed that science is rooted in **subjective experience**. It doesn't stand apart from people — scientists themselves must be personally involved in what they study. As they engage, they begin to **see patterns** among phenomena. When they share their findings, the communication is still **subjective**, shaped by their own perspective.

THE CHICAGO STUDIES

- The **Chicago Studies** showed that therapy helps clients become more aware of their feelings, reduce the gap between their **real self** and **ideal self**, and become more accepting of themselves and others.
- Researchers used the **Q-sort technique** to measure congruence. Adults at the University of Chicago counseling center were studied, with some asked to wait 60 days and a control group of "normals" for comparison.

authentic and transparent.

- A congruent counselor is a **real, complete person**, not hiding behind a professional mask.

- They can share true feelings, even if those feelings are negative or uncomfortable.

Unconditional Positive Regard

- This is **acceptance without conditions**. The therapist values the client simply for being a person, not for behaving a certain way.
- It's warm, caring, and not dependent on the client "earning" approval.

Regard

- Means that there is a close relationship and that the therapist sees the client as an important person.

Positive

- Indicates that the direction of the relationship is toward warm and caring feelings.

Unconditional

- Suggests that the positive regard is no longer dependent on specific client behaviors and does not have to be continually earned.

Empathic Listening

- Means the therapist steps into the client's world, seeing things from their point of view without judgment.

- It makes the client feel **safe and unthreatened**.

- Therapists check their understanding with the client to be sure it's accurate.

- Empathy works because it helps clients **hear themselves more clearly** and, in effect, become their own therapists.

Results:

- The therapy group (but not the control group) showed a smaller gap between real and ideal selves.

- Those who improved also showed better social behavior, noticed by friends.

- Gains were maintained at follow-up, though clients did not reach the same level of psychological health as the control group.

CRITIQUES OF ROGERS

- Very High on Practicality and Internal Consistency
- High on Falsifiability, Parsimony, and Organizing Knowledge
- Moderate on Generating Research.

CONCEPT OF HUMANITY

- We have **free choice** rather than being controlled by determinism.
- We lean toward **optimism**, not pessimism.
- We act with **purpose (teleology)**, not just cause-and-effect (causality).
- Each person has **uniqueness**, more than similarity.
- We are guided by the **conscious mind** more than the unconscious.
- **Social influence** matters more than biology in shaping us.

Burrhus Frederic Skinner: Behavioral Analysis

Monday, 18 May 2026
1:31 pm

OVERVIEW OF BEHAVIORAL ANALYSIS

Departure from psychodynamic theories: Skinner's behavioral analysis moved away from speculative approaches that focused on unconscious motives. Instead, it emphasized what can be observed and measured.

Observable behavior: The focus is on behavior itself, not hidden mental processes. This makes psychology more scientific by relying on direct evidence.

Radical behaviorism: Skinner introduced this approach, which avoids hypothetical constructs (like "ego" or "id") and instead explains behavior through observable actions and environmental influences.

Determinist: Skinner believed that behavior is determined by prior causes — meaning actions are shaped by conditions and reinforcements rather than free will.

Environmentalism: He emphasized the role of the environment in shaping behavior. Rewards, punishments, and external conditions strongly influence how people act.

Example: A child learns to say "please" because each time they do, they receive positive reinforcement (like praise or getting what they asked for). The environment shapes the behavior rather than internal speculation.

BIOGRAPHY OF Burrhus Frederic Skinner

1933 – Selected for Harvard's Society of Fellows; stayed for 3 years conducting laboratory experiments.

1936 – Took a teaching and research position at the University of Minnesota, where he remained for 9 years.

Married **Yvonne Blue**; had two daughters: Julie (1938) and Deborah/Debbie (1944).

1938 – Published his first book, *The Behavior of Organism*, which outlined his early ideas on behaviorism.

Even as Skinner was becoming a successful and well-known behaviorist, he was slow to establish financial independence.

1945 – Left Minnesota to become chair of the psychology department at Indiana University. Wrote *Walden Two*, a utopian novel that portrayed a society where problems were solved through behavioral engineering.

1948 – Returned to Harvard, taught mostly in the College of Education, and continued small experiments with pigeons.

1964 – Retired from teaching but retained faculty status at age 60.

Wrote several important books on human behavior that

Born on **March 20, 1904**, in Susquehanna, Pennsylvania, the first child of William Skinner and Grace Mangle Burrhus Skinner.
The **death of his younger brother** had a lasting impact on him in different ways.
He was interested in becoming a **professional writer** and even published a book called *Walden Two*.
Completed his **PhD at Harvard in 1931**, then received a fellowship from the National Research Council to continue laboratory research at Harvard.

made him America's best-known living psychologist:

- *Beyond Freedom and Dignity* (1971)
- *About Behaviorism* (1974)
- *Reflections on Behaviorism and Society* (1978)
- *Upon Further Reflection* (1987a)

1974 – Retired as professor of psychology but continued as professor emeritus, with few changes in his working conditions.

August 18, 1990 – Skinner died of leukemia. One week before his death, he delivered a speech at the APA convention, continuing his advocacy of radical behaviorism.

Received an unprecedented **Citation for Outstanding Lifetime Contribution to Psychology**, the only person in APA history to receive this award.

Other honors included:

- William James Lecturer at Harvard (1958)
- APA Distinguished Scientific Award
- President's Medal of Science

Burrhus Frederic Skinner: Behavioral Analysis

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Project Pigeon

- A clever attempt to condition pigeons to make appropriate pecks on keys that would maneuver an explosive missile into an enemy target.
- After 4 years of work, more than 2 of which were full-time, Skinner was notified that financial help could no longer be continued, and the project came to a halt.

Baby Tender

- Skinner also designed an enclosed crib with a window and warm air circulation. It gave his daughter *Debbie* a safe, comfortable environment and reduced parental labor. Once she outgrew it, the crib was repurposed as a pigeon cage.

PRECURSORS TO SKINNER'S SCIENTIFIC BEHAVIORISM

Edward L. Thorndike

- *First psychologist* to systematically study the consequences of behavior.

Law of Effect

- Learning (behavior) takes place mostly because of the effects that follow a response.
- Responses to stimuli that are followed immediately by an *satisfier* tend to be "stamped in" (strengthened).
- Responses to stimuli that are followed immediately by an *annoyer* tend to be "stamped out" (weakened).

John B. Watson

- Argued that psychology must deal with the control and prediction of behavior and that behavior—not introspection, consciousness, or the mind—is the basic data of scientific psychology.
- Watson further argued that the goal of psychology is the prediction and control of behavior.

Scientific Behaviorism

- Skinner believed that human behavior should be studied like any other natural phenomenon — through the *laws of science*. He rejected using inner states like thoughts, emotions, or desires as explanations because they cannot be directly observed.
- *He didn't deny* that these internal states exist; he simply argued they are *outside the realm of science*. Instead, psychology should focus only on **observable events** — things we can see and measure.
- This ties to **cosmology** - the philosophy of causation. For Skinner, being scientific meant avoiding mental factors and sticking to physical, measurable causes of behavior.

PHILOSOPHY OF SCIENCE

- For Skinner, scientific behaviorism doesn't explain the hidden causes of behavior — instead, it offers **interpretations**. This means scientists can take what they learn from a simple situation and **generalize it to more complex ones**.
- So, psychology should focus on **patterns of observable behavior**, not on unprovable inner causes.

CHARACTERISTICS OF SCIENCE

For Skinner, science has three main qualities:

1. Its findings are **cumulative** — each discovery builds on earlier ones.
2. It rests on an **empirical attitude** — valuing direct observation. This attitude has three parts:
 - Rejecting authority (even its own).
 - Demanding intellectual honesty.
 - Trusting evidence over opinion.
3. It **searches for order** — looking for reliable patterns and relationships in behavior.

CONDITIONING

Skinner recognized two kinds of conditioning:

Classical conditioning → behavior is **elicited** (drawn out) by a stimulus.

Operant conditioning → behavior is **emitted** (appears on its own) and then shaped by consequence.

TWO KINDS OF CONDITIONING:

Classical Conditioning

- A *conditioned stimulus* is paired with an *unconditioned stimulus* until it produces a response.

Example: Watson and Rayner taught a boy to fear a white rat by pairing it with a loud noise. Through generalization, he also feared similar objects.

Operant Conditioning

- Behavior happens first, then the environment **reinforces** it. Reinforcement increases the chance the behavior will happen again.
 - Called “operant” because the organism **operates on the environment** to produce an effect.

Operant conditioning uses **reinforcement** to make a behavior more likely to happen again. It has three essentials:

- The **antecedent** - the environment or situation where behavior occurs.
- The **behavior** - the response or action the organism does.
- The **consequence** - what follows the behavior, like reinforcement or punishment.

Behavior is seen as **continuous**, not fixed — organisms often go a little beyond what was reinforced before.

Different reinforcement histories lead to:

Operant Discrimination

Meaning people or animals may respond differently to the same situation depending on their past experiences.

Gordon Allport: Psychology of the Individual

Monday, 18 May 2026
6:04 pm

OVERVIEW

- Allport emphasized that each person is unique. He believed that describing people only by general traits diminishes individuality and fails to capture the full complexity of a person.

Called for the use of morphogenic science in studying the human person.

Morphogenic methods

- Gather data on a single individual.

Nomothetic methods

- Gather data on groups of people.

BIOGRAPHY

Born **November 11, 1897**, in Montezuma, Indiana, the youngest of four sons of John E. Allport and Nellie Wise Allport.

A shy and studious boy, often teased, with a fairly isolated childhood.

Parents emphasized **hard work, academic excellence, and service to others**.

Greatly influenced by his older brother **Floyd Allport**, who also became a famous psychologist.

1919–1920 – Taught English and sociology at Robert College in Istanbul, Turkey.

Stayed with his brother Fayette in Vienna, where he met **Sigmund Freud**.

Returned to the U.S., immediately enrolled in Harvard’s PhD program, then spent 2 years in Europe after graduating.

1924 – Returned to Harvard to teach, including a new course in the **psychology of personality**.

1925 – Married **Ada Lufkin Gould**, a fellow graduate student.

Ada earned a master’s in clinical psychology from Harvard and contributed clinical expertise to his work.

Their only child, **Robert Allport**, became a pediatrician.

1939 – Elected **President of the APA**.

1963 – Received the **Gold Medal Award of the APA**.

1964 – Awarded the **Distinguished Scientific Contribution Award of the APA**.

1966 – Became the first **Richard Clarke Cabot Professor of Social Ethics** at Harvard.

October 9, 1967 – Died of lung cancer, after being a heavy smoker.

Family settled in **Cleveland, Ohio** when he was 6.

Entered **Harvard in 1915**.

Introduced to psychology by **Hugo Münsterberg**, a German psychologist in charge of Harvard's psychology lab.

1919 – Received bachelor's degree in philosophy and economics, still uncertain about his career path.

Gordon Allport: Psychology of the Individual

Monday, 18 May 2026
6:13 pm

ALLPORT'S APPROACH TO PERSONALITY THEORY

Personality

- The dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought.
 - the organized system inside a person — made up of both mind and body — that shapes their unique way of thinking and behaving.
- **Dynamic organization** - personality is integrated and always developing.
- **Psychophysical** - it includes both mind and body.
- **Determine** - personality is something real that actively shapes behavior.
- **Characteristic** - each person is unique, with their own "stamp."
- **Behavior and thought** - personality shows in everything we do, both outward actions and inner thinking.

WHAT IS THE ROLE OF CONSCIOUS MOTIVATION?

- Allport believed that **healthy adults usually know what they're doing and their reason for doing it**. He trusted people's own reports about their motives, unlike psychoanalysis (which he thought dug too deep) or behaviorism (which didn't dig deep enough).
- He didn't deny the **unconscious** — he saw it as important, especially in compulsive behaviors, which are often automatic, repetitive, and self-defeating. But for most everyday actions, he emphasized **conscious motivation** as the main driver.

WHAT ARE THE CHARACTERISTICS OF A HEALTHY PERSON?

- Healthy, mature personalities show **proactive behavior** — they don't just react, they consciously act on their environment. They are usually guided by **conscious motivation**, which makes them more flexible and independent than unhealthy personalities.
- Most healthy people had a relatively trauma-free childhood, though later life may still bring conflict or suffering. Importantly, **age is not required for maturity** — even younger people can reach psychological health.

SIX CRITERIA FOR THE MATURE PERSONALITY:

1. Extension of the Sense of Self

- Mature people go beyond self-love and connect with events, causes, and communities outside themselves.

2. Warm Relating of Self to Others

- They can love deeply and compassionately, showing intimacy and care.

3. Emotional Security or Self-Acceptance

LEVELS OF PERSONAL DISPOSITIONS

Cardinal Dispositions

- A single trait that **dominates a person's entire life**.
 - It's so strong that the person is **known by it** (e.g., Mother Teresa = compassion, Machiavelli = manipulation).
 - Rare, because most people aren't defined by just one overwhelming trait.

Central Dispositions

- The **building blocks of everyday personality**. These are the **5–10 key traits** that consistently shape how someone thinks, feels, and behaves.
 - They're the traits you'd mention in a **letter of recommendation** (e.g., honest, sociable, ambitious).

Secondary Disposition

- The situational traits that appear only in certain contexts. These are more numerous and less obvious than central traits, often showing up as **preferences, attitudes, or habits** (like liking a certain food, enjoying a hobby, or having a specific style).
 - They don't consistently define personality, but they add detail to how someone behaves in particular circumstances.

For example, a person might generally be confident (a **central trait**) but get nervous only when speaking in front of a large crowd (a **secondary trait**).

Personal Disposition

- Allport emphasized that these categories are **not rigid** — they blend into one another:
 - Cardinal traits shade into central ones.
 - Central traits blend into secondary ones.
 - The divisions are mainly for **convenience in study**, not strict boundaries.

Motivational Disposition

- Strong enough to **initiate action**. They come from basic needs and drives (like hunger, achievement, or belonging).

Example: the drive to succeed pushes someone to study hard.

Stylistic Disposition

- Shape the **manner or style** of behavior, but don't start the action themselves. They guide *how* someone acts once motivated.

Example: two people may both study hard (motivational), but one does it methodically while the other does it creatively (stylistic).

- Allport noted that the line between them isn't strict — they **blend together**, since both motivation and style are part of personality.

- They accept themselves, showing emotional balance and self-confidence.
- they possess what Allport called "**emotional poise**" (means having a steady, balanced emotional state).

4. Possesses a Realistic Perception of Their Environment

- They do not live in a fantasy world or bend reality to fit their own wishes.

5. Insight and Humor

- They understand themselves, don't blame others for their flaws, and use humor in a kind, non-hostile way.

6. Unifying Philosophy of Life

- They have a clear sense of life's purpose, guiding their choices and values.

STRUCTURE OF PERSONALITY

Personal Dispositions

- Unique traits specific to one individual, allowing psychologists to study a single person in depth. Allport argued that one person's disposition (like aggressiveness) cannot be directly compared to another's, because each is shaped by personal history and dominance in life.
- The number of personal dispositions a person has depends on **how dominant each trait is** in their life.
- He and colleagues found nearly **18,000 descriptive words (17,953 to be exact)** in the dictionary, about a fourth describing personality.

Common Traits

- General characteristics shared by many people, identified through studies or personality tests.

In short: **Motivational = why you act. Stylistic = how you act.**

Proprium

- Latin word "*proprius*". Refers to the **core traits and behaviors** that feel central, warm, and important to a person's identity. These are the qualities someone points to and says: "**That is me**" or "**This is mine.**"
- **Living core of personhood**

Nonpropriate Behaviors

- Traits or actions that exist on the **periphery of personality**, not central to identity.

Examples:

- **Basic drives and needs** (like hunger or thirst)
- **Tribal customs** (social traditions)
- **Habitual behaviors** (automatic routines)

Motivation

- **Adult behavior** is both **reactive** (reducing needs) and **proactive** (seeking growth).
- Motives **change as people mature** — we aren't just driven by childhood needs.
- Mature people develop **new motives** that are **functionally independent** from their original drives.
- Older theories missed this growth, focusing only on pleasure vs. pain.
- Immature motives reduce needs; mature motives create new goals. Personality grows because motivation evolves.

Peripheral Motives

- Aim to **reduce a need** (like hunger, thirst, or fatigue).
- They are **reactive** — focused on restoring balance.

Propriate Strivings

- Aim to **maintain tension and disequilibrium**.
- These are **proactive** — pushing people to grow, set goals, and seek challenges.

Example: striving for creativity, achievement, or meaning in life.

Gordon Allport: Psychology of the Individual

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Functional Autonomy

- It means that some motives in adulthood become **independent** of the original reasons they started. Allport's most **distinctive and controversial idea** about motivation.

Example: A child may begin practicing piano because their parents push them, but as an adult they continue because they genuinely love music. The motive (love of music) is now **self-sustaining**, not tied to the original push.

FOUR REQUIREMENTS OF AN ADEQUATE THEORY OF MOTIVATION:

THE STUDY OF THE INDIVIDUAL

Morphogenic Science

- Allport preferred **morphogenic methods** over nomothetic ones.

Nomothetic = studying large groups, looking for general laws.

Morphogenic = studying **one person at a time**, focusing on the unique **pattern** of their personality.

Difference from idiographic

- Both idiographic and morphogenic focus on individuals.
- But **idiographic** just means "individual study"

1. Contemporaneity of Motives

- Motives must be understood in the **present moment**, not only traced back to childhood. What drives a person now matters more than its past origin.

2. Pluralistic Theory

- Motivation comes from **many types of drives**. Allport rejected the idea of reducing all human behavior to one master drive (like Freud's libido or behaviorism's reinforcement).

3. Dynamic Force to Cognitive Processes

- Planning, intention, and thought have **motivational force**. Motivation isn't just about instincts or needs — the mind actively shapes goals.

4. Concrete Uniqueness of Motives

- Each person's motives are **unique and self-sustaining**. A motive may start from an earlier need but can grow into something **functionally autonomous** — independent of its origin.

- Adequate motivation theory = **present-focused, pluralistic, cognitive, and unique**.

Preservative Functional Autonomy

- Refers to basic behaviors that **keep going even without reinforcement**. Based on simple neurological principles — like the brain's tendency to let impressions linger and influence later actions ("perseveration").
- Considered the **more elementary level** of functional autonomy.

Example: **addictive behaviors** or habits that persist simply because they've been repeated.

Propriate Functional Autonomy

- The **master system of motivation** that gives unity to personality. Refers to **self-sustaining motives** tied to the **proprium** (the core sense of self).
- These motives grow out of earlier experiences but become **independent**, guiding adult personality.

Example: pursuing interests, values, or goals that feel deeply personal and important ("This is me").

CRITERION FOR FUNCTIONAL AUTONOMY

- A motive is **functionally autonomous** if it seeks **new goals**, even after the original need has changed.

Example: Eating starts as a basic need, but it can grow into an **interest in cooking** — now self-sustaining and independent of hunger.

Not all behaviors are functionally autonomous

Allport listed eight processes that do not qualify:

- **Biological drives** → eating, breathing, sleeping.
- **Drive-reduction motives** → actions tied directly to reducing basic needs.
- **Reflex actions** → automatic responses like blinking.
- **Constitutional equipment** → inherited physical traits.
- **Habits being formed** → not yet self-sustaining.
- **Primary reinforcement patterns** → behaviors tied to direct rewards.
- **Sublimations** → if still linked to childhood sexual desires.
- **Neurotic or pathological symptoms** → unhealthy behaviors that don't evolve into growth motives.

without structure.

- **Morphogenic** emphasizes **patterned properties** of the whole person, allowing comparisons within the same individual (intraperson).

Examples of morphogenic methods:

- Verbatim recordings, interviews, diaries, letters.
- Dreams, confessions, autobiographies.
- Expressive documents like art, doodles, handwriting, voice patterns, gestures, gait.

ALLPORT'S FAMOUS MORPHOGENIC STUDIES:

The Diaries of Marion Taylor

- In the late 1930s, Allport and his wife studied the diaries of a woman they called **Marion Taylor**. They also gathered descriptions of her from her **mother, sister, teacher, friends, and neighbor**. This gave them a rich set of personal material to analyze using **morphogenic methods** (studying one person in depth). However, they **never published** this material — it remained private research.

Letters from Jenny

- Jenny wrote **301 letters** to Gordon and Ada Allport over the last 11½ years of her life. Allport tried to keep the recipients' identity hidden, but the letters became a major case study.

Three approaches were used:

- **Alfred Baldwin** → personal structure analysis.
- **Jeffrey Paige** → factor analysis.
- **Allport** → common-sense interpretation.

Despite different methods, all three reached **similar conclusions** about Jenny's personality.

This showed that **morphogenic studies can be reliable**, even though they focus on one individual.

Jenny's Central Dispositions Revealed by Clinical and Factor Analytic Techniques

Clinical Technique (Allport)	Factor Analytic Technique (Paige)
Quarrelsome-suspicious	Aggression
Aggressive	Possessiveness
Self-centered (possessive)	Need for affiliation
Sentimental	Need for family acceptance
Independent-autonomous	Need for autonomy
Aesthetic-artistic	Sentience
Self-centered (self-pitying)	Martyrdom
(No parallel)	Sexuality
Cynical-morbid	(No parallel)
Dramatic-intense	("Overstate": that is, the tendency to be dramatic and to overstate her concerns)

ALLPORT'S SCALE OF PREJUDICE AND DISCRIMINATION

- Allport explained prejudice as existing on a **continuum**, from mild bias to severe discrimination. One of the most important ways to reduce prejudice, he argued, was through **contact** between groups.

Contact hypothesis

- Prejudice decreases when majority and minority groups interact under **optimal conditions**:

1. **Equal status** → both groups must meet on the same level, without one being "above" the other.
2. **Common goals** → they must share objectives that matter to both sides.
3. **Cooperation** → groups must work together, not compete.
4. **Authority support** → laws, leaders, or customs must encourage and back up the interaction.

CRITIQUE OF ALLPORT

Low → ability to organize psychological data; ability to be falsified (too philosophical, not strongly scientific).

High → parsimony (simple, clear ideas); internal consistency (fits together logically).

Average → ability to generate research; usefulness for practitioners.

CONCEPT OF HUMANITY

- Saw people as **thinking, proactive, purposeful**

beings, generally aware of their actions and motives.

High ratings → conscious influences, uniqueness of the individual, free choice, optimism, teleology (goal-directed).

Average rating → social influences.