

PSY 429 Week 3



Evolutionary Psychology
& "Personality"



Behavioral Theories



Trait Theories

PSYCHOLOGY 429 Week Three

Evolutionary Psychology & “Personality”: *What is “Personality” For?*

Personality

“Personality is an individual’s characteristic pattern of *thinking, feeling, and acting.*”

—Myers and DeWall

William James' Functionalism

- What is personality for?
- What is intelligence for?
- What is love for?
- What is religion for?

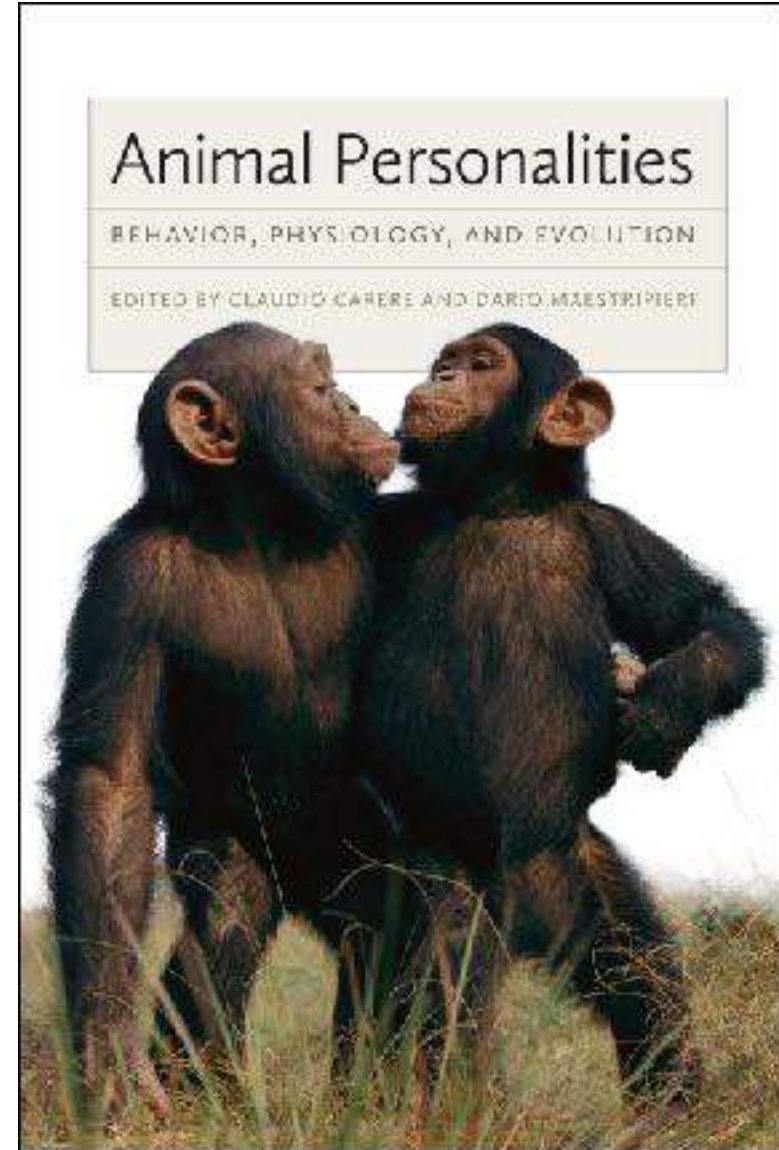
Evolutionary Science



It follows logically that if evolutionary processes shaped “thinking,” “feeling,” and “acting” —the various ways in which “personality” is measured—then evolutionary science is also a fundamental approach to its study.

“Animal Personalities”

“Researchers have demonstrated that both domesticated and non-domesticated animals—from invertebrates to monkeys and apes—behave in consistently different ways, meeting the criteria for what many define as personality. But why are there differences, and how are personalities shaped by genes and environment? How did they evolve?”



Personality as Behavioral Flexibility



Are changing behaviors (flexible responses) better than singular and fixed patterns of responses?

Behavioral Adaptations

Behaviors have consequences for survival. A range of behaviors is better than only one way of responding. The greater the range of responses the more “nature” has to “play with”—select from. In this context, does a person who suffers from depression and seems less curious or active, less adapted?

Who Would You Rather Be?



Boring, “lazy” koala.



Smart, adaptable coyotes.

Who Would You Rather Be? (cont'd)



A sloth?



A jaguar?

Why “Trickster”



Across cultures and time “trickster” has been an important motif with which to impart lessons about aspects (desirable and bad) of human personality.

Thinking and Feeling



The Evolutionary Basis of “Personality”

<u>“Human” Traits</u>
Neuroticism/Anxiety
Sociality (cooperation)
Curiosity
Introversion/Extraversion
Creativity as “insight”
Aggression
Impulsivity
Compassion/Caring
Gregarious/Solitary

<u>In the Rest of the Animal Kingdom</u>
Fleeing distance (placidity)
Dolphins collaborative hunting
?
Introversion/Extraversion
?
Aggression
Impulsivity
Compassion/Caring
Gregarious/Solitary

Adaptive Mechanisms and Functions



Environmental
Event
(A. Ellis)



Personality
Dispositions
(Introverted)



Responses



(P) Probability of survival

Adaptive Mechanisms and Functions (2)



Environmental
Event
(A. Ellis)



Personality
Dispositions (OCD
behaviors)



Responses

(P) Probability of survival

Case or Evolutionary Basis?

Can scientists make a good (testable) case for an evolutionary basis for:

- Altruism
- Parental investment
- Attractiveness
- Promiscuity
- Pro-social behaviors
- Stereotypes
- Prejudice
- Discrimination
- Mating preferences

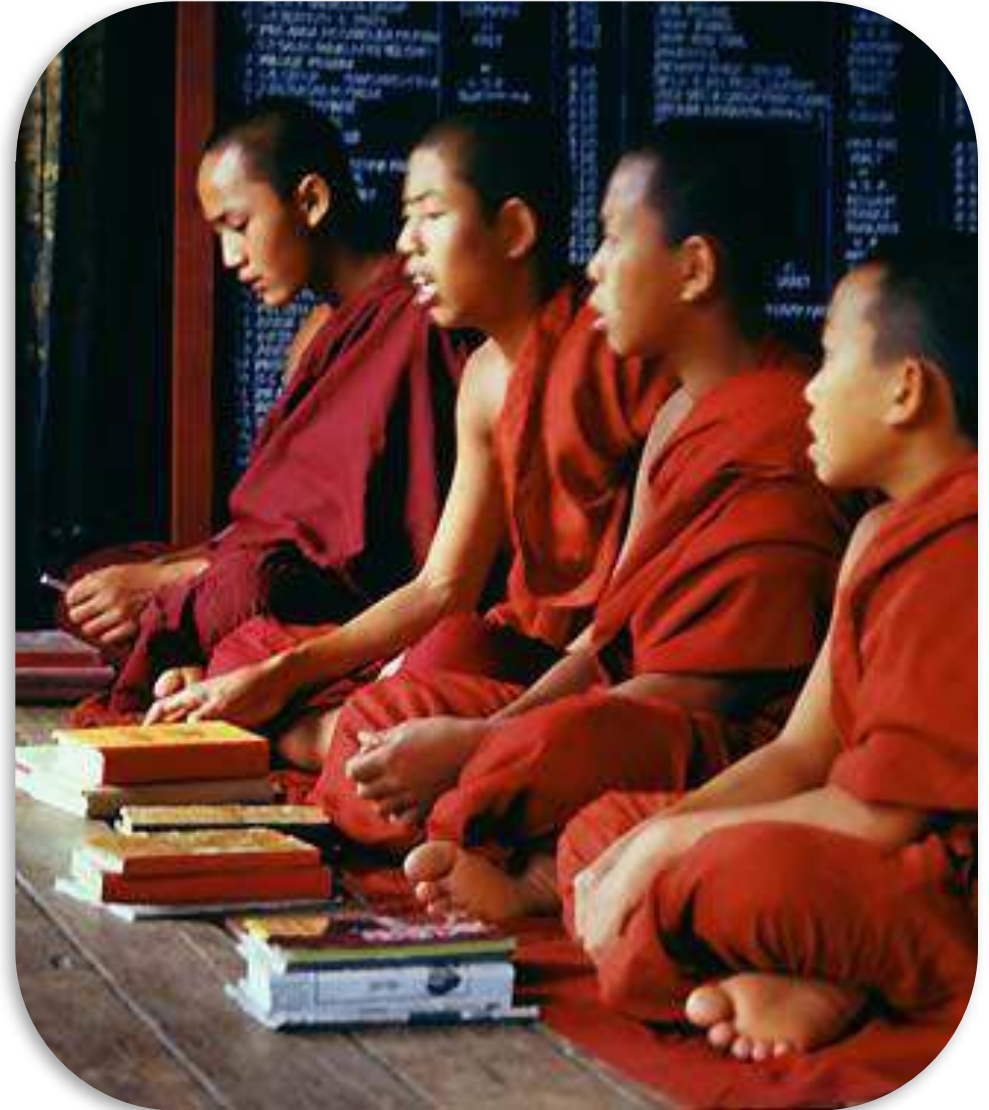
“Spirituality”



Are there evolutionary advantages in experiencing (*feeling*), having a mindset (*thinking*), and practicing rituals (*acting*) that relate to various spiritual practices?

Religion

Are there evolutionary advantages in experiencing (*feeling*), having a mindset (*thinking*), and practicing rituals (*acting*) that relate to various religious practices?



PSYCHOLOGY 429 Week Three

Behavioral Theories

Albert Bandura & Julian Rotter

Albert Bandura

Born 1925, in a small town in northern Canada. In 1949, Bandura earned a BA in Psychology from the University of British Columbia. In 1952, he earned a Ph.D. from University of Iowa (a school strong in the behaviorist tradition and learning theory). Bandura was president of the APA in 1973, and received the APA's Award for Distinguished Scientific Contributions in 1980. He is now a Professor Emeritus.

Behaviorism

Emphasis on experimental methods and animal models:

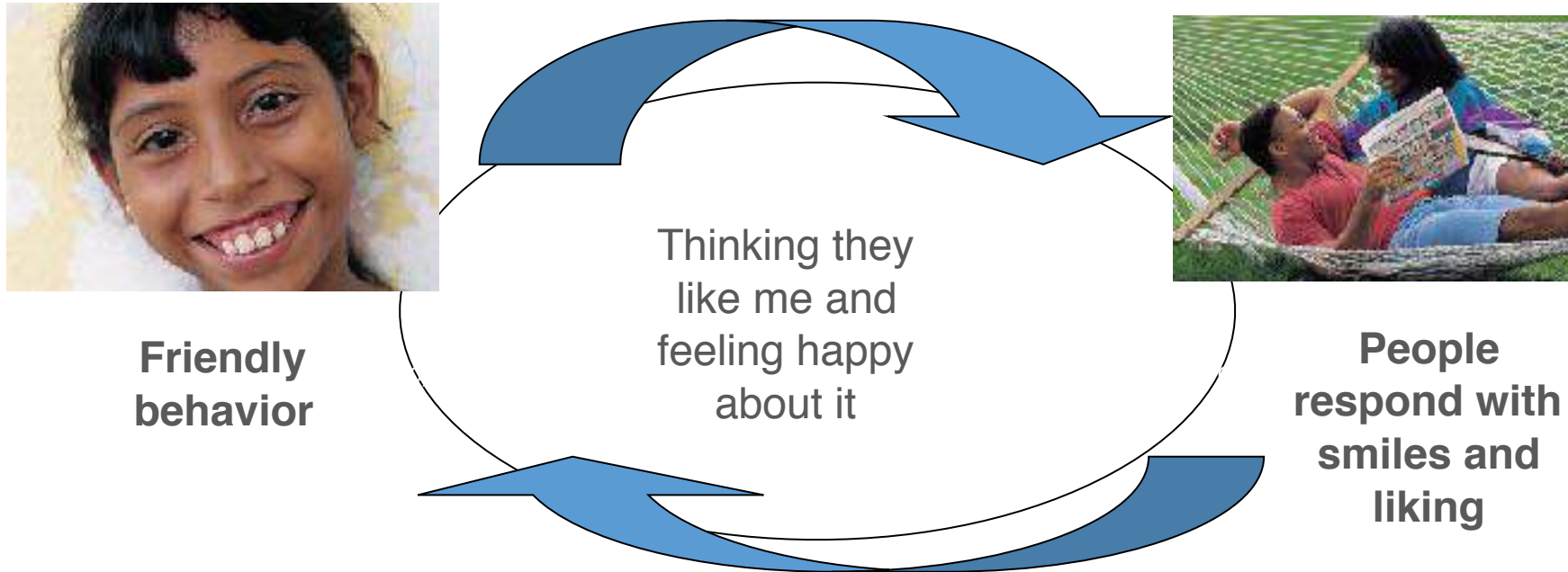
- Focuses on variables we can observe, measure and manipulate.
- Avoids whatever is subjective, internal, and unavailable (i.e. mental or emotional).
 - Personality must be defined, then, as one's habitual behavior patterns.
- All this boils down to a theory of personality that says that *one's environment causes one's behavior*.

Reciprocal Causation

Bandura questioned the adequacy of behaviorist explanations. He was studying aggressive adolescents, who shared environments with adolescents who did not react with aggression. Bandura suggested that *environment causes behavior* but *behavior causes environment* as well. Both may be mediated by cognitive and emotional processes like thought and feeling. He labeled this *reciprocal determinism*, or “Triadic Reciprocal Causation”. Events in the world, a person’s thoughts or feelings, and a person’s behavior all cause each other.

Reciprocal Causation (cont'd)

Behavior and environment change each other.
Thinking and feeling influence both.



Bandura the Behaviorist

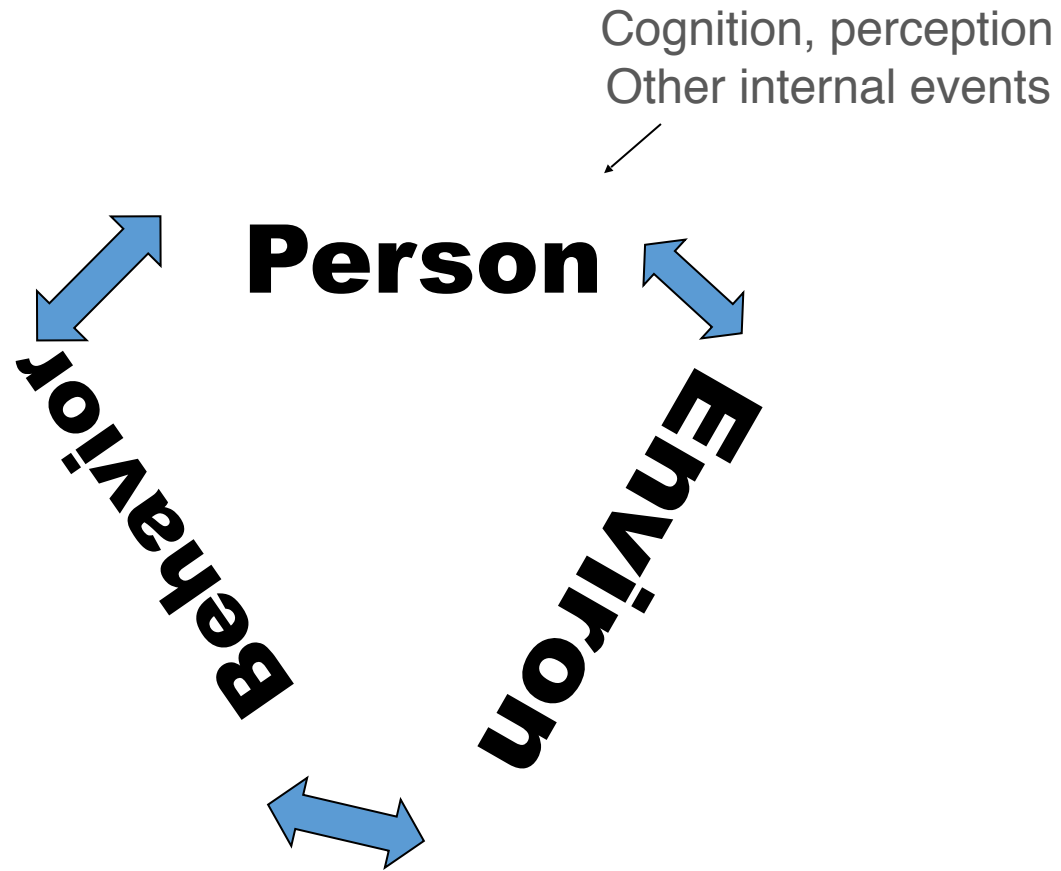
- Social rewards sustain friendly behavior.
- Good grades sustain studying behavior.
- We can learn about rewards from watching others. We don't need to be rewarded directly in order to learn a new behavior.
- Is THINKING a part of the equation?

Triadic Reciprocal Causation

Bandura later began to look at personality as an interaction among three “things:” the environment, behavior, and the person’s *psychological processes*.



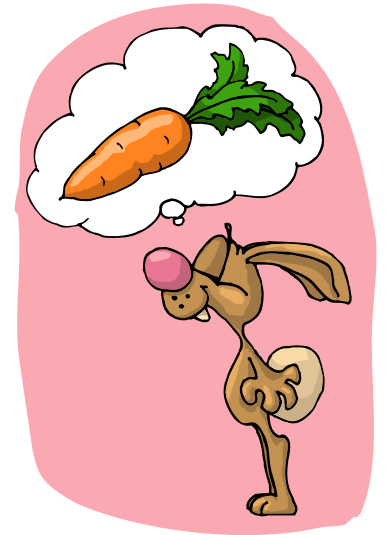
Reciprocal Determinism



Now we have a behavioral model that allows for human thinking and feeling!

A Cognitive View?

“Psychological processes ” involve having images and language in our minds: *immeasurable, intangible elements enter the behavioral equation!* When Bandura included thoughts and imagery in his theory, he was no longer a strict behaviorist. The theory takes on a cognitive tone. Some call Bandura one of the originators of the cognitive movement in psychology.

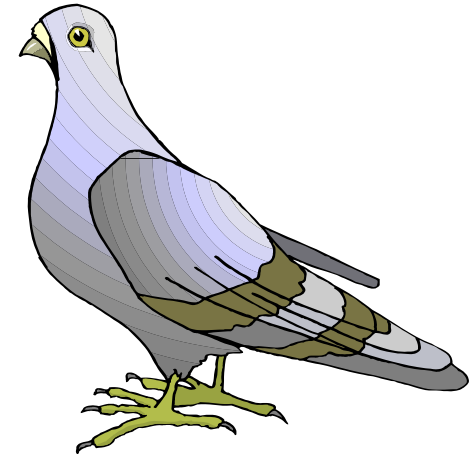


Traditional “Learning theory”

Operant conditioning, BF Skinner

We learn to behave in ways that have brought us pleasure or helped us to avoid pain. No “thinking” is necessary to change behavior—just control the consequences. What starts as random behavior becomes habitual when it is reinforced.

- **Example:** Superstitious behavior occurs when a person or animal repeats behaviors that occurred just before a reward. (Like the day you wore your lucky shirt and won the game.) Although the behavior did not cause the reward, the behavior itself becomes rewarding.



Bandura's "Social" Learning

Bandura pointed out that we learn even when we are not reinforced for a behavior. We can learn how to do something by seeing someone else do it (i.e., learn it through social interaction). We choose whether or not to do the same behavior based on our perceptions of whether we would find it rewarding.

Observational Learning

Observational learning is learning from watching. Studies of TV violence are based on Bandura's research (very big in the late '60's and 1970's). Do we respond only to punishment and rewards? Or can we learn what will be rewarded, and act according to that knowledge?

- Vicarious learning – learn from seeing other people being rewarded or punished.

Vicarious Learning

- How do you hold a handgun to shoot someone?
- What steps do you go through to scuba-dive?
- How does a hang-glider control flight?
- What happens in a court of law?
- How does a surgeon prepare for surgery?
 - *How do you know these things?*

“Modeling”

Modeling is observing and copying behavior.

What skills do we learn by trying to replicate someone else’s behavior?



Bandura's Bobo Doll Studies



Kindergarten children were shown a film of a college student beating up a Bobo doll. The woman punched the clown, shouting “Sockeroo!” She kicked it, sat on it, hit with a little hammer. The children were then left in a play room with toys, including a bobo doll, and a few little hammers. Observers recorded the children’s behavior.

Observational Learning, or Modeling

Of course, the children beat up on the poor bobo doll. They punched it and shouted “Sockeroo,” kicked it, sat on it, hit it with the little hammers—imitating the young lady in the film. These children changed their behavior *without first being rewarded* for approximations to that behavior! This went against traditional behavioral principles. Bandura called the phenomenon *observational learning* or *modeling*, and the theory is called *social learning theory*.

Expectation of Reward

We model our behavior after people who get rewards, are attractive, likable and respected, and are similar to ourselves. So advertisers use attractive but realistic models who reap great rewards (love, happiness, success) for using their products. This should get our *attention* and generate *imitation*.

Self-Efficacy

Self-efficacy is confidence in one's ability to do well and confidence this will continue to be. A person with it is likely to set ambitious but reachable goals. Significantly related to happiness, along with self-acceptance, environmental mastery, and autonomy and self-determination.

—Schmutte & Ryff (1997)

Self Regulation of Behavior

The Self-system is made up of the cognitions that regulate behavior (the “Person” in reciprocal determinism). How do we judge our efficacy?

- Self observation - look in the mirror.
- Evaluation or judgment - by what standard?
- Self response - primp happily, change clothes.

Sources of Efficacy Information

How Do We Know What Works?

1. Performance accomplishments
 - Doing the task or helping others do the task (trial and error)
2. Vicarious experience
 - Observation of others doing the tasks or similar tasks
3. Verbal Persuasion
 - Encouragement, exhortation, self-talk
4. Emotional Arousal
 - Attribution (who caused it?), biofeedback

How is Your Self-Efficacy?

Think of an activity you are good at:

- Self-observation - Are you comparing your skill to personal standards, or other people's skills?
- Evaluation - Is this skill or ability an important skill, for you? Entirely internal, or supported by other factors?
- Response – How do you reinforce yourself for doing well?
 - *Changing self-efficacy is the key to behavioral change.*

Self-Efficacy

What you think about yourself is more important than what others think about you.

Think you can, think you can't... either way,

Think you can, think you can't... either way,

you're right.

-Henry Ford

Julian Rotter (1916-2014)



The youngest of three, Rotter grew up the Depression years. He studied with Alfred Adler. In 1938, he earned a MA in clinical psychology. Then, he joined the faculty of Ohio State with George Kelly.

Locus-of-Control

Considered the major discovery of Rotter's career.

Internal Locus-of-Control

“Whether I win or lose is mostly a result of my own skill and efforts.”



External Locus-of-Control

“Whether I win or lose is mostly due to circumstances beyond my control.”



Rotter's Social Learning Theory

1. Personality is Learned.
2. Personality is motivated toward specific GOALS. Behaviors which lead us toward our goals are reinforced and will continue.
3. Experiences shape expectancies, which are generalized to other situations and which control behavior.

Internal Locus-of-Control

After success, Internals increase their expectations for future success. After failure, Internals lower their expectations for future success. This keeps them striving for achievement, but accepting of limitations.

Locus-of-Control Test

The Locus of Control is a 13 item questionnaire developed by Rotter (1966), which measures generalized expectancies for internal versus external control of reinforcement.

- People with an internal locus of control believe that their own actions determine the rewards that they obtain.
- Those with an external locus of control believe that their own behavior doesn't matter much and that rewards in life are generally outside of their control.

Locus of Control Scale: Julian Rotter (1966)

Self-efficacy is confidence in one's ability to do well and confidence this will continue to be. A person with it is likely to set ambitious but reachable goals. Significantly related to happiness, along with self-acceptance, environmental mastery, and autonomy and self-determination.

—Schmutte & Ryff (1997)

Locus of Control Scale: Julian Rotter (1966)

Indicate for each statement whether it is T or F for you. There are no right or wrong answers.

1. I usually get what I want in life.
2. I need to be kept informed about news events.
3. I never know where I stand with other people.
4. I do not really believe in luck or chance.
5. I think that I could easily win a lottery.
6. If I do not succeed on a task, I tend to give up.
7. I usually convince others to do things my way.
8. People make a difference in controlling crime.
9. The success I have is largely a matter of chance.
10. Marriage is largely a gamble for most people.
11. People must be the master of their own fate.
12. It is not important for me to vote.
13. My life seems like a series of random events.
14. I never try anything that I am not sure of.
15. I earn the respect and honors I receive.
16. A person can get rich by taking risks.
17. Leaders are successful when they work hard.
18. Persistence and hard work usually lead to success.
19. It is difficult to know who my real friends are.
20. Other people usually control my life.

0-15 Very strong external locus of control

20-35 External locus of control

40-60 Both external and internal locus of control

65-80 Internal locus of control

85-100 Very strong internal locus of control

Behavioral Specificity (Mischel)

Is your behavior controlled by the situation you are in?

Walter Mischel extended views about the interaction of person and environment. We generally choose to enter a situation (apply for a job or a school, ask someone out, decide to travel), then the environment expresses certain pressures. We choose to conform (to adapt or change to fit it), or we choose to rebel, or we choose to escape.

- Interactionism - personality traits and situations interact with each other to influence behavior.

Learning About Ourselves

Self-monitoring (Mark Snyder):

- Attending to the effects and impressions one makes.
- Engaging in “impression management” (persona).
- Strong in actors, effective salespeople, charismatic leaders.
- Requires an internal locus of control.

Determinism in Trait Theory

Is personality stable or does it change with the situation?
Context matters . . . we may appear different in different situations because social context affects actions, thoughts and feelings. Examples:

- Are you jealous and moody? (friend's wedding or baby shower or promotion)?
- Are you thrifty? Depends on when payday comes.

Determinism in Trait theory (cont'd)

- Role variability (power of choice).
- You are what you do (vocationally and in other areas, too).
- If you act kindly, you are kind.
- If you go along with cheating, you are a cheater.
- If life is unhappy, DO it differently. Make a choice to change. Situations help determine behavior
- If you're a square peg in a round hole, GET OUT!

PSYCHOLOGY 429 Week Three

Trait Theories

Gordon Allport, Henry Murray, Raymond Cattell, Big 5, Buss and Plomin

Traits and “Types” of People

We commonly assume that people have identifying *characteristics* of behavior, or *traits*. He’s “goofy”, she’s “conceited.” We can briefly describe a person with a word or two: a “geek,” a “hot mama,” a “jock,” indicating a type.

- How much can we tell about a person from such labels?
- Can we create a final list of traits by which we could describe ANY personality?



Fools



“Yes, they are all
fools, gentlemen,
but what KIND of
fools are they?”
— Gary Larson

Traits and Types

What Are Traits?

Consistent patterns in the way individuals behave, feel, and think:

- Measurable
- Objectively observable

Three major functions of the trait concept:

- Summarize
- Predict
- Explain

What Are Types?

Prototypical patterns of behavior clusters.
Clumps of traits that tend to go together.

A limited number of categories for which each person can be assigned a type.

History of Trait Psychology

Throughout the 20th century, one movement within personality theory has focused on describing individual differences. One of the earliest workers in this field was Gordon Allport.

Gordon Allport: Biographical Background



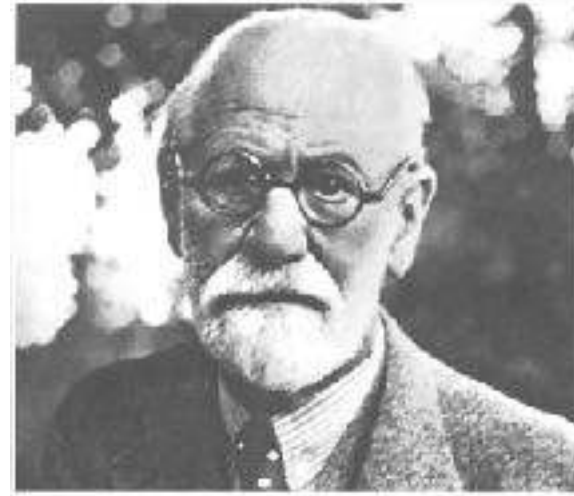
Allport was born in 1897 in Indiana. He was the son of a country doctor, who spent much of time alone, was adept at language, but poor at sports and games. Later, he graduated from Harvard University.

Gordon Allport

Allport went on to teach English and sociology in Istanbul, Turkey. His 1922 dissertation, “An Experimental Study of the Traits of Personality” was the first American study on personality traits. Then, he taught social ethics, social relations, psychology, sociology, and anthropology at Harvard, where he developed first course in personality theory in the US. He died in 1967 at age 70.

When Allport Met Freud

In casual conversation, Allport chatted about his train trip to Vienna. Allport said he observed a small boy who was afraid of dirt didn't want to sit on a dirty seat or next to a dirty old man. Freud replied, "And, was that little boy you?" Allport felt that Freud's ascription of most behaviors to unconscious motives was incorrect and that an alternative theory of motivation was necessary. So Allport was a very *UN-psychoanalytic* personality theorist.



Would you like to have had a conversation with Sigmund Freud?

The Nature of Personality

For Allport, personality is “what a man really is” (1961). He described and classified over 50 definitions of personality. Here is his final draft:

- “Personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought.”

Personality Is . . .

- Dynamic - moving and changing.
- Determined - structured by the past and predisposing of the future.
- Characteristic - unique for each individual.
- A real entity - not imaginary or mere fiction (really there).
- Hypothetical construct - unobservable because it cannot be measured empirically.

Traits

Proposed a biophysical conception of traits as neuropsychic structures. Emphasized that traits are structures within a person that influence behavior. They are not labels to describe or classify behaviors.

- Defined trait - a determining tendency or predisposition to respond to the world in certain ways.

Traits (cont'd)

Dissimilar stimuli

Karate class

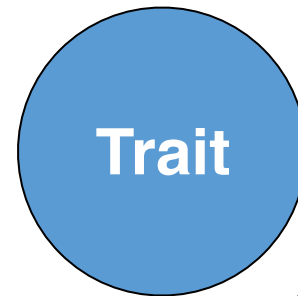
Wife

Feminist writings

Political election

Daughter

Female employee



Trait

Functionally equivalent responses

Bragging about male superiority

Hostile remarks

Criticizing women's lib

Vote only for males

Calling women names

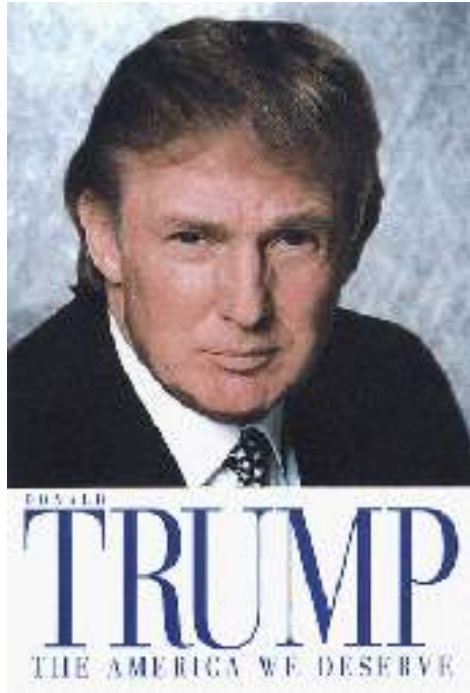
Reject promotion for female employee

“A trait is a neuropsychic system which renders many stimuli functionally equivalent, and which guides behavior.”

Common Traits

A trait is a Hypothetical construct that permits us to compare individuals within a given culture. No two people have identical traits, but similar traits allow us to compare the predispositions held in common with others. Normal people in any given culture develop along similar lines of adjustment.

Personal Dispositions



Personal dispositions describe individual's uniqueness.

- Cardinal disposition - a personal disposition so pervasive that almost every behavior of the individual appears to be influenced by it.
 - Lust for power.
 - Mother Teresa's dedication to aiding the poor.
 - Can you think of more examples?

Personal Dispositions

- Central disposition -highly characteristic tendencies of an individual.
 - We normally have between 5-10.
 - Provide the adjectives or phrases a person might use in describing another (e.g., intelligence, responsibility, independent, sensitive, caring).
- Secondary disposition -more specific, focused tendencies, situational, less crucial (as in, I act like a goofball sometimes).

Proprium: Allport's "Self"

Refers to *the central experiences of self-awareness that people have as they grow and move forward*. "Pro" connotes forward movement—the initiator of action. Proprium is defined in terms of its functions or the things it does. There are seven propiate functions which develop over time from infancy to adulthood.

The Seven Propriate Functions

Bodily self

- Sensations in the body & coming to know one's body limits
- Bodily sense is learned and remains the foundation of our self-awareness

Self-identity

(before 18 months)

- Awareness of inner sameness and continuity
- Infants cannot tell the difference is self and objects (emerges about 18 months)

Self-esteem

(2 year olds)

- Feelings of pride as develop abilities (like Erikson's stage of autonomy)



The Seven Propriate Functions (cont'd)

Self-extension
(4-6 year olds)

- Sense of possession: “My daddy,” “My ball”

Self-image

- Sense of expectation of others and compare with own behavior
- Early self-image lays foundation for development of conscience and later intentions and goals.

Self as rational copier
(6 -12)

- Solve problems
- Develops a sense of competency
- Compared to Freud’s executive ego

Propriate striving
(adolescence)

- Long term purposes and goals
- Necessary for development of self-identity



Allport was Interested in How We develop

He saw distinct differences between Infant and Adult.

Infant:

- Dependent, impatient, pleasure-seeking.
- “Unsocialized horror” governed by unlearned biological drives.
- Can tolerate little delay in the fulfillment of drives and reflexes.

Adult:

- Discontinuous from the child.
- Emerges from the child but is no longer governed by the child’s needs.



Continuity and Discontinuity Theories of Personality

Continuity Theory (Learning Theories)

- Personality development is an *accumulation* of skill, habits, and preferences without anything really new appearing in the person's makeup
- Closed systems - changes are quantitative relative to inputs

Discontinuity (Allport)

- Organism experiences genuine *transformations* or changes so that it reaches higher levels of organization
- Growth is qualitatively different: walking different from crawling
- Open system - change is qualitative

Discontinuity between Healthy Adult and Neurotics



The Neurotic's life is marked by cognitive crippling anxiety:

- Seeking security.
- React in rigid and inflexible ways.
- Behave as a child, dominated by infantile drives and conflicts.
- Proprium is undeveloped.
- Motives are tied to original infantile needs.

Functional Autonomy of Motives

Allport claims that adult motivation is *not necessarily tied to the past*. A given behavior may become a goal in itself regardless of its original intention

- Why did you go to church as a child?
- Why did you go to church as an adult?



Two Levels of Functional autonomy

- Persevative functional autonomy - behaviors that are repeated even though they may have lost their original functions (unintentional habits). Not controlled by the proprium and have no genuine connection with it.
- Propriate functional autonomy - consciously selected interests, values, attitudes, intentions, and life-style (directed from the proprium). Native abilities frequently convert into interests. We select those motives that are important and organize them to fit our self-image and life-style.

Allport's Criteria of Maturity

1. Extension of the Sense of Self

- Genuinely participate in important realms of human achievement.
- Interested in others and consider the welfare of others as important as their own.
- Sense of self not limited to own self but embraces many interests.

2. Warm Relating of Self to Others

- Relate intimately to others.
- Compassionate and able to tolerate many differences in humans.
- Neither impose self on others nor hinder their own freedom of self-identity.

Allport's Criteria of Maturity (cont'd)

3. Emotional Security (Self-Acceptance)

- Emotions do not lead them into impulsive acts or actions that hurt others.
- Sufficiently secure in who they are to accept themselves and not wish to be somebody else.

4. Realistic perception, skills, and assignments

- Live in the “real world.”
- Problem solvers and have developed appropriate skills to complete tasks and work.
- Work is not a burden to them but a responsibility whose challenge can be accepted without self-pity.

Allport's Criteria of Maturity (cont'd)

5. Self-objectification (Insight and Humor)

- Know what they can do, what they cannot do, and what they ought to do.
- Have no need to deceive themselves or others.
- Able to laugh at themselves rather than feel threatened by weaknesses.

6. Unifying philosophy of life

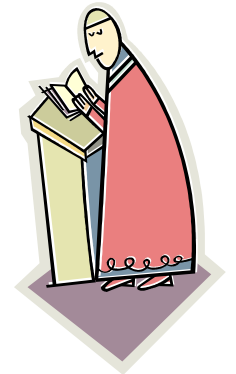
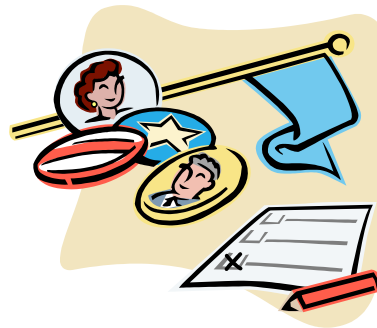
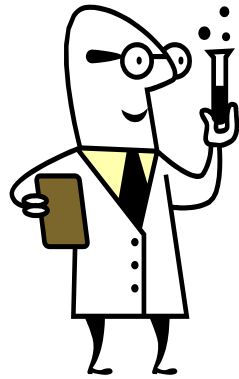
- Clear understanding of life's goals and purposes.
- Strongly informed by a set of values that may but does not necessarily include religious sentiments.
- The must conscience of childhood is replaced by the ought conscience of the adult.

Allport's Study of Values

Allport, Vernon & Lindzey, (1931, 1970)

Six main Values— which is the strongest in motivating YOU?

- Theoretical
- Economic
- Aesthetic
- Social
- Political
- Religious



Henry Murray (1893-1988)



Photo: Harvard University Archives

Murray coined the term *personology* to refer to the effort to understand the whole person rather than breaking a personality into parts. He favored an *idiographic approach* centering on the uniqueness of each individual.

Murray's Background (cont'd)

Murray was the middle child of three in a wealthy NY family. He had a stuttering problem and was cross-eyed. He had a poor relationship with his mother and mentally ill aunts (Adler's "inferiority" seems to be set up here!).

- Undergraduate studies at Harvard where he concentrated in history and graduated in 1915 (drinking and romancing were his other concentrations) (age 22).
- He then attended medical school at Columbia, graduating first in his class in 1919 (age 26).
- Next, he earned a Master's in biology at Columbia with a surgical internship at Presbyterian Hospital, conducted embryology research at the Rockefeller Institute, and finally earned a Ph.D. in biochemistry from Cambridge in 1927 at age 34.



Murray's Background (cont'd)



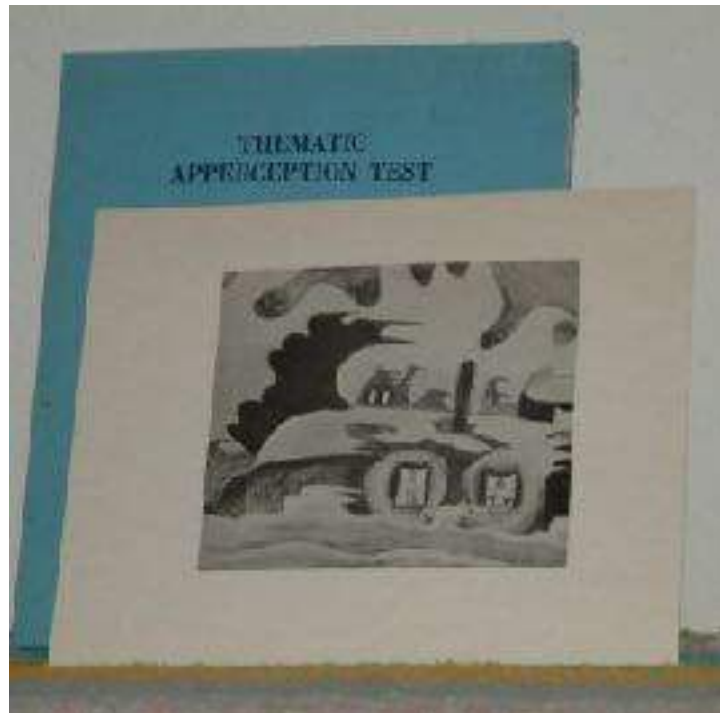
Henry's not-so secret girlfriend

Murray married Josephine Rantoul in 1916, then fell in love with Christiana Morgan. He became interested in psychology through reading Carl Jung's *Psychological Types* in 1923 and meeting Jung for three weeks in Switzerland in 1925.

- His interest was spurred on by his “acquaintance” with Christiana Morgan, an artist who shared his fascination with Jung, the unconscious and the writings of Herman Melville.
- Jung promoted an “open marriage”, which Murray adopted also.
- Christina Morgan actually developed the TAT.

Henry Murray

Invited to join the staff of the Harvard psychological Clinic, Murray found his life's work. He went through psychoanalysis, then developed the Thematic Apperception Test (TAT) with Ms. Morgan and published *Explorations in Personality* in 1938. He retired from Harvard in 1962.



Thematic Apperception Test (TAT): Murray's Best-Known Work

Measures latent needs (needs that can not be openly observed)
Apperception is the process of projecting imagery onto an outside stimulus, such as a picture. The theory suggests the stories you describe reflect your latent motivations (dispositional needs). The TAT assesses your motives by telling or writing a story about ambiguous pictures. Late in life Murray admitted that Christina Morgan was the true author of the TAT.

Thematic Apperception Demonstration



- Who are the people?
- What are their roles in life?
- What are their relationships to each other?
- What has led up to this situation?
- What is happening right now?



- What is each person thinking, saying trying to do?
- What does each person want from whom?
- What will happen to each person the future?
- How will it all end?

Another Interesting Note

While at Harvard, Murray was part of stimulating environment that included Gordon Allport and Raymond Cattell. He investigated stress resistant personalities in WWII years (1941-1945) and conducted a battery of tests and assessments aimed to identify men who would not break under pressure. At that time, Ted Kaczynski, the serial bomber, was a participant in one of Murray's psychological experiments.



Murray's Personology Theory

- Focus is on the *process of personality*, not parts of personality.
- Personality is *rooted in the brain*.
- Physiology interacts with environment.
 - Goal is Pleasure: the Pleasure associated with *Tension Reduction*.
 - Emphasis on integrated, dynamic nature of individual as a complex organism responding to specific environment.
 - Importance of needs and motivations.
 - Motivational processes and environmental pressures drive behavior.

Basic Theoretical Elements

1. Needs

2. Motives

3. Environmental Press

- Murray's definition of personality psychology - branch of psychology which concerns itself with the *study of human lives and factors which influence the life course* and which investigates *individual differences*.

Basic Theoretical Elements

- Needs - an internal state that's less than satisfactory.
 - Person lacks something necessary for a their well-being “a physicochemical force in the brain that organizes and directs intellectual and perceptual abilities” (Murray, 1962).
 - Needs are internal (but can be provoked by environmental press).
 - Necessitate taking action in social environment.
 - Readiness to respond in a certain way under given circumstances.

Need Theory Henry Murray (1938)

System of Needs

Individuals have either high or low needs for achievement, power, affiliation, intimacy and exhibition. Altogether, Murray catalogued 40 “psychogenic needs.” These can be measured with the *Edwards Personal Preference Inventory*.

Types of Needs

- Viscerogenic needs - our primary biological needs such as food, water, sex, avoidance of pain, etc. *Homeostasis* is the goal to preserve internal equilibrium.
- Psychogenic needs - these are our secondary emotional and psychological needs. Secondary needs are not crucial to a person's life, but may become strong motivational forces for an individual.

Kinds of Needs

- Reactive needs - occur when a stimulus arouses a need in us: Say, for example, a gorgeous sexy person walks into the room this could elicit a need for sex, or aggression, or sentience. Or suppose you are presented with a really yummy dessert after a good meal.
- Proactive needs - occur in the absence of a fulfilling stimulus, and cause us to seek out satisfaction (bathroom!).

Motives Drive Behavior

Motives are based on needs:

- A need creates a state of tension. When a need is satisfied, tension is reduced.
- Motives propel people to perceive, think, and act in ways that satisfy a need. Internal psychological needs and urges propel people to think, perceive, and act in predictable ways.
- Some motives are thought to operate outside awareness. Projective techniques can tap into unconscious needs.

Environmental Press

An external condition that creates an inner desire to obtain or avoid something. A “push” from other people or events in the environment (get out of rain, get enough to eat, deal with rejection or competition). Think of “Peer Pressure.” There’s an emphasis on social roles and situational determinants of behavior (e.g., need to excel leads to cheating), with a combination of internal motivations & external demands.



Need for Achievement

Murray (1938) defined *achievement motivation* as the desire to do things well and feel pleasure in overcoming obstacles. A desire for significant accomplishment such as mastering skills or ideas, control over things or people, or attaining a high standard of excellence in sports, science, business, etc.

People with a *high need for achievement* (nAch) are motivated to master tasks and take great pride in doing so. In contrast, people with low achievement needs seem to enjoy success because they have avoided failure.

Characteristics of High Need Achievers

People with a high nAch set *challenging but realistic goals*. They like *intermediate tasks* because such tasks provide the most information about their ability. If they do well on an easy task—who cares? If you fail at a hard task—well, no one does well on those—so choose a real test of your abilities. They like feedback from competent critics (concrete feedback is best). Stay or move on to easier things? Stay and persevere: “never give up.” Very concerned for measurements of success (bonuses, incentives, etc. serve as feedback).

Characteristics of High Need Achievers (cont'd)

- Social problems - sometimes the need to achieve overpowers their sensitivity to others. Shrewdness and persistence need to win may mean they are less skillful in diplomacy and cooperation.
- Need to anticipate and make long term plans - need to have things mapped out and don't like surprises. Persistent and driven to succeed with quantity of success more important than quality.
- Very energetic approach - in all things but especially in work. Specifically invigorated by creative tasks.

Need for Power



The need to have influence over others, to have prestige, to feel strong, compared to others. Found in those with a tendency to acquire high status possessions and to surround oneself with symbols of power. Seek positions and offices which are controlling over others. A high need for power may be expressed as a need for “personalized power” or “socialized power”.

Need for Affiliation

The motive to spend time with others and be in social relationships.
Need to draw near to and win affection of others.

- Motivation to have lots of friends. They go along with group pressure, want to be accepted and liked by other people, and get nervous if they think people are judging their interpersonal skills. Gregarious instinct wanting to come together in groups.
- Low in affiliation, tends to be a loner, uncomfortable socializing with others except for a few close friends or family (introversion?), and lacking motivation or energy to maintain social contacts in networking, group presentations, public relations, and close personal relations.

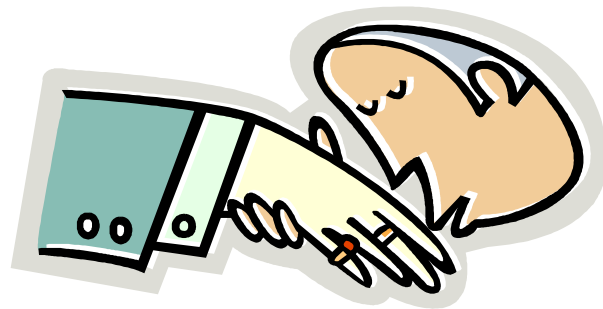
Low nAFF vs. High nAFF

- Low in affiliation - tends to be a loner, uncomfortable socializing with others except for a few close friends or family, and lacking motivation or energy to maintain social contacts in networking, group presentations, public relations, and close personal relations.
- High nAFF - reluctant to let work interfere with harmonious relationships.

Need for Intimacy

A desire to experience warm, close and communicative exchanges with another person and to feel close.

- High Intimacy - more one to one exchanges with other people than those lower in this need. Men with higher intimacy motivation at age 30 have greater marital and job satisfaction at 47 than those with less need for intimacy .



Need for Exhibition

The need for emotional communication and to show self before others and amuse, entertain, excite or even shock others. Colorful, spellbinding, noticeable, dramatic and showy, with expressive style is the clue to this need.



Criticisms of Murray's Motive Theory

1. Murray developed his list of needs from his own intuition with much of scientific method was lacking.
2. Can't understand the dynamics of personality by studying one motive at a time.

The Five-Factor Model of Personality

The “Big Five” McCrae & Costa (1985)

Goldberg (1981) reviewed all of the literature on personality traits, and said everything seemed to boil down to five big traits:

- Neuroticism
- Extraversion
- Openness to experience
- Agreeableness
- Conscientiousness

The Big Five

<u>Extraversion</u>
Gregariousness
Activity level
Assertiveness
Excitement seeking
Positive emotions
Warmth
e.g., Robin Williams

<u>Agreeableness</u>
Straightforwardness
Trust
Altruism
Modesty
Tendermindedness
Compliance
e.g., Radar O'Reilly

More Big Five

<u>Conscientiousness</u>
Self-discipline
Dutifulness
Competence
Order
Deliberation
Achievement striving
e.g., Mr. Spock

<u>Neuroticism</u>
Anxiety
Self-consciousness
Depression
Vulnerability
Impulsiveness
Angry hostility
e.g., Woody Allen

Even More Big Five

Openness to Experience

Fantasy

Aesthetics

Feelings

Actions

Values

e.g., Lewis Carrol

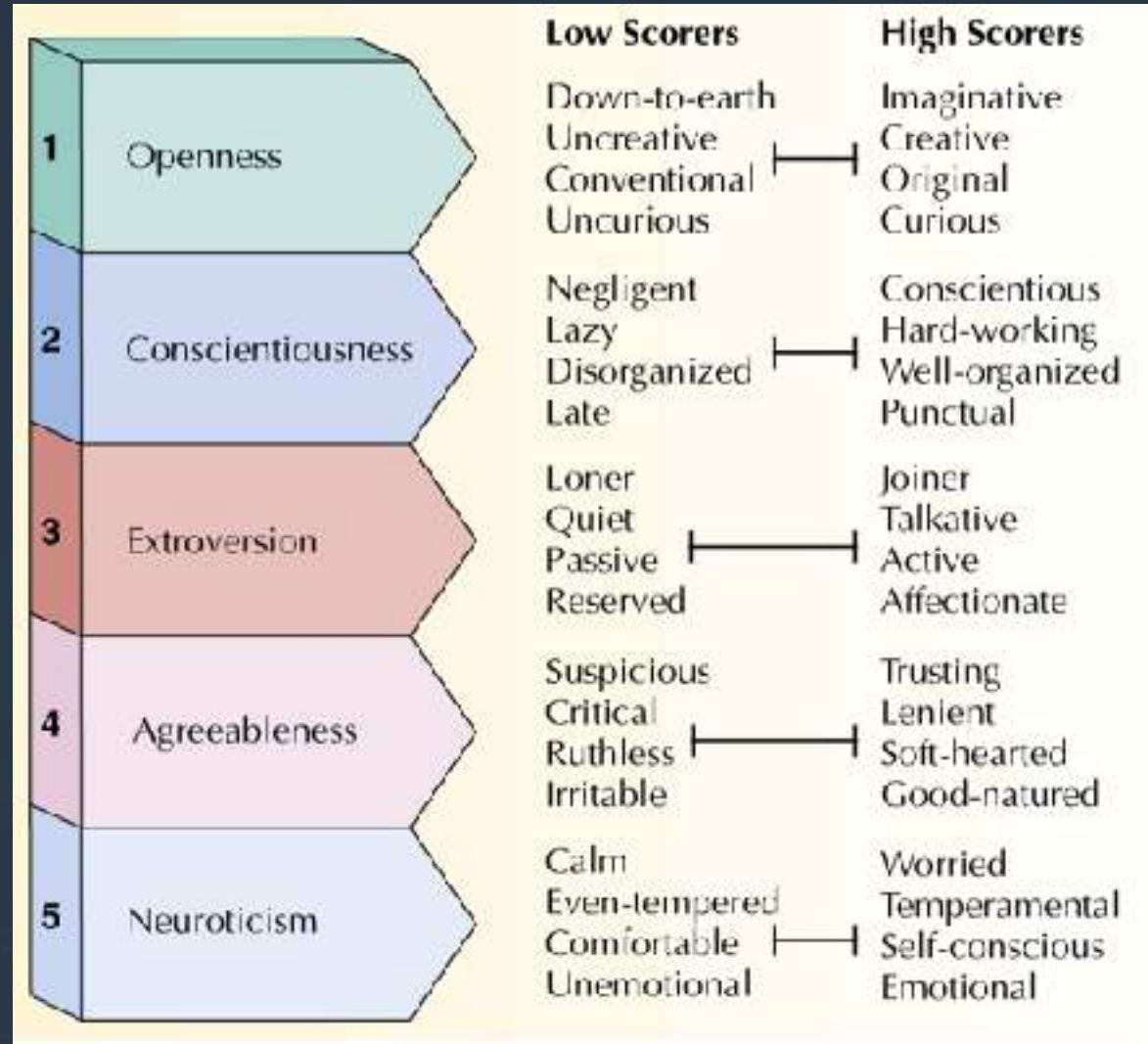


The Big Five Hold Up to Testing

They are highly stable across the life span, have cross cultural consistency (though differing cultures VALUE the traits differently), and are similar to other theories:

- Extraversion and neuroticism appear in both this and Eysenck's theory.
- Psychoticism - low agreeableness/conscientiousness (Eysenck).
- Agreeableness - high social interest (Adler).

The Big Five Illustrated



Buss & Plomin: Temperament

Twin Studies show that about 50% of the variability in personality is due to genetics. With the same genes, but different upbringing, identical twins still are remarkably similar in personality, preferences, behaviors and attitudes. This is support for all the trait theories which presume a biological foundation to individual differences.

Buss & Plomin (EAS)

Three temperaments, of which we each have differing amounts:

- Emotionality - arousal in the form of distress, fearfulness, anger.
- Activity - physical energy and vigor.
- Sociability - preference for interaction with people.
 - In combination, these form traits and “supertraits” like extraversion.