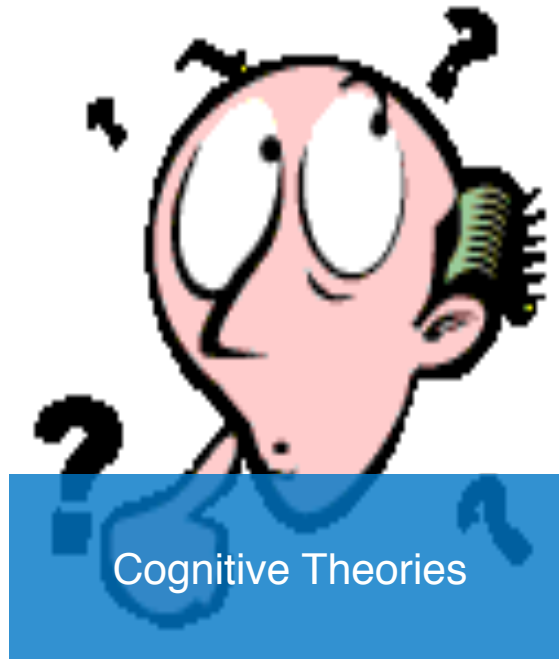


PSY 429 Week 4



The Humanists



Cognitive Theories

PSYCHOLOGY 429 Week Four

The Humanists: *Maslow, Rogers & Positive Psychology*

Humanistic Psychology

1. Gordon Allport origins.
 - The unique self (proprium & propiate striving).
2. Positive, optimistic view of human nature.
 - Choice and free will to overcome difficulties.
 - Growth motivation.
3. Phenomenology
 - Uniqueness of experience.
 - “Behavior is a function of the phenomenal field.”
4. Holism, Gestalt psychology
 - Integration of perception, experience, and beliefs.

Humanism: The Third Force

- 1st force - *Psychodynamics*
 - Drive to reduce tension, overcome UCs instincts.
 - Goal is to relieve needs go back to unmotivated state of rest.
- 2nd force - *Behaviorism*
 - Learn behaviors to gain pleasure and avoid pain, or by simple conditioning.
- 3rd force - *Humanism*
 - Goal is growth, motivation to seek higher satisfactions.
- 4th force - *Transpersonal psychology?*

Human Motivation

“If the motivational life consists essentially of a defensive removal of irritating tensions, and if the only end product of tension reduction is a state of passive waiting for more unwelcome irritations to arise, and in their time to be dispelled, then HOW does change or development or movement or direction come about? WHY do people improve? Get wiser? WHAT does zest in living mean?”

—Abraham Maslow

Abraham Maslow (1908-1970)

Born in Brooklyn, to immigrant parents with 6 kids, Maslow HATED his mother! Unhappy childhood with Adlerian striving. He hated the cold unfeeling psychology at Cornell. He earned a PhD. Behavioristic psych Wisconsin in 1934. In NY, he met Adler, Horney, Fromm, and Max Wertheimer, Ruth Benedict (existentialist, anthropologist).

New Focus: What is RIGHT and GOOD in people?



Idealist
Lonely genius
Freudian behaviorist

Abraham Maslow (1908-1970) (cont'd)

Maslow was the spiritual father of humanistic psychology, and also a scientist. He accepted behavioral principles, but added human free will as an essential consideration. Maslow garnered academic respectability for humanistic psychology by conducting objective research. His goal was to understand the highest achievements of which humans are capable, and his best known work is a hierarchy of needs.

What Makes People Neurotic?



Maslow decided that neurosis is a deficiency disease like lack of an essential nutrient. It comes from being deprived of essential human needs. A *need* is known because its absence produces illness. When deficiencies in health, safety or belonging are satisfied, neurosis seems to disappear.

Maslow's Hierarchy of Needs

Need

**Motivation to Satisfy
Need**

Need for self
actualization

Challenging Projects. Opportunities for
Innovation and Creativity. Learning at a High
Level.

Need for
self esteem

Important Projects, Recognition of Strength-
Intelligence, Prestige and Status.

Social needs:
Belonging

Acceptance, Group Membership. Association
with Successful Team. Love and affection.

Need for safety &
security

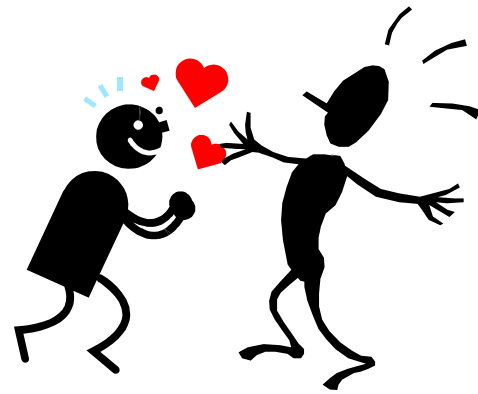
Physical Safety, Economic Security. Freedom
from Threats, Comfort, Peace.

Physical survival
needs

Water, Food, Sleep, Warmth, Health, Exercise,
Sex.

Human Needs

The lower needs demand satisfaction first and the higher needs occur in more mature people. People can change need levels from moment to moment. A deficit or deficiency needs may preclude growth and growth needs are necessary to drive to full potential.



Describing Human Needs

Maslow's Hierarchy of Needs



Being “B” needs,
or growth
motivation

Deficiency “D” needs,
deficient motivation

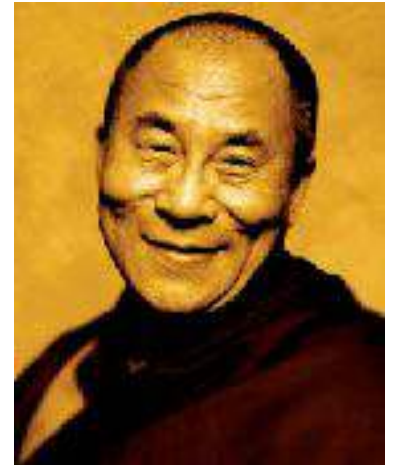
When Deficiency Needs Prevail

- Experience of discomfort, need security and predictability.
- Cognitive style is one of distraction.
- Separation, incompleteness.
- People and things are labeled as one of a class, “You’ve seen one, you’ve seen them all,” attitude.
- Boredom with repetition in experience.
- Objects are mundane, ordinary.
- Things are either serious OR funny.



When Being Needs Prevail

- Respect and esteem for self and others.
- Values aesthetics and ethics.
- Lives with confidence, honesty, seeking stimulation and growth.
- Perceives things as a whole.
- Every event thing or person is unique.
- Experiences are richer each time.
- Sacred sense of the world.
- Life is both comic and tragic at once.



Self-Actualization

Self-actualization is an innate tendency, the highest human need and an active use of all of one's qualities and abilities. A process of growth, not a state of perfection. Like fitness, it is the *process* of exercising that makes and keep one healthy not just a static condition. Few people devote much time to the process of self-actualizing (development and fulfillment of one's potential). At this level, one may choose to forgo lower level need satisfaction (Yogi on a mountaintop?).

Studying Self-Actualizers



Studying self-actualizers is a science of specimens with a technique of “iterations” or repeated measures. Examining biographies and interviews on fully functioning people, a form hypotheses about factors in self actualization is derived. More interviews, etc. are used to test hypothesis.

Common Threads of Excellence

- Greater acceptance of self and others.
- Non-hostile sense of humor.
- True to themselves.
- Secure, non-defensive, unbiased.
- Other-centered rather than self-centered.
- Autonomous in behavior and values.
- Selective in interpersonal relationships.
- Creative in thought, behavior and products.
- More accurate perception of reality.
- Greater number of peak experiences.

Can You Name These People?

- Albert Einstein
- Eleanor Roosevelt
- Jane Addams
- William James
- Albert Schweitzer
- Aldous Huxley
- Abraham Lincoln
- Thomas Jefferson



Criticism of Self-Actualization Concept

1. Small sample precludes generalizations.
2. Subjects selected according to his subjective criteria.
3. Terms are ambiguous and inconsistently defined with limited empirical laboratory support.
 - Rebuttal: no other way to study self-actualization?

Applications for Schooling

Can we promote self actualization through teaching?

- Satisfy basic needs for security, belonging, and esteem.
- Give students a sense of accomplishment.
- Encourage cooperation and mutual support.
- Instead of having students work to please the teacher, encourage students to find their own identities, discover their true vocations, and discover their values.
- Teach that life is precious and refresh consciousness so we are aware of the beauty and wonder of life.

Peak Experiences



Self actualizers had these in common:

- Mystic experience of transcending everyday perception.
- Sense of awareness, awe, ecstasy, timelessness.
- Cause re-evaluation of life experiences.
- Cause more functioning in B-cognition.
- Searching to re-create the experience.

The Jonah Complex

You are GREAT . . . Why deny it?

When deficiency needs prevail:

- We counter-value greatness.
- We fear greatness and strive to be ordinary.
- We opt out of challenges, self-handicapping.
- We live in a narrower, meaner world.
- We become less than we were meant to be.



Jonah was afraid to be
the
messenger of God.

Peak Experiences (cont'd)



Have you ever had a peak experience? Know someone who has? How does it change you? The state of FLOW is similar to an ongoing peak experience when one is so absorbed in one's activity that all sense of time is lost.

- Studied by Mihalyi Csikszentmihalyi. See more at [Csikszentmihalyi video](#).

Carl Rogers (1902-1987)

Rogers was born in Oak Park, Illinois and was the 4th of 6 kids. He had strict fundamentalist religious parents. He was an isolated child and depended on his own experiences. Rogers travelled to China during college years and loved having freedom from his parents' belief system. In 1931, he earned a Ph.D. from Teachers College at Columbia and began a career in college counseling.



Living with Authenticity

When we live to please others, we may put on a false face (remember the persona?). In time, as we try to be as others want us to be, we lose touch with our real selves. When we become alienated from ourselves, we no longer know who we are or what we want.

Cornerstones of Rogerian Theory

- The self actualizing tendency is innate.
- Self image is based on how we are treated as children.
- The way our parents regard us becomes our self-regard.
- Unconditional positive regard allows for actualizing the self to become a fully functioning person.
- We can consciously and actively strive to improve.
- We must rely on our own interpretation of events.

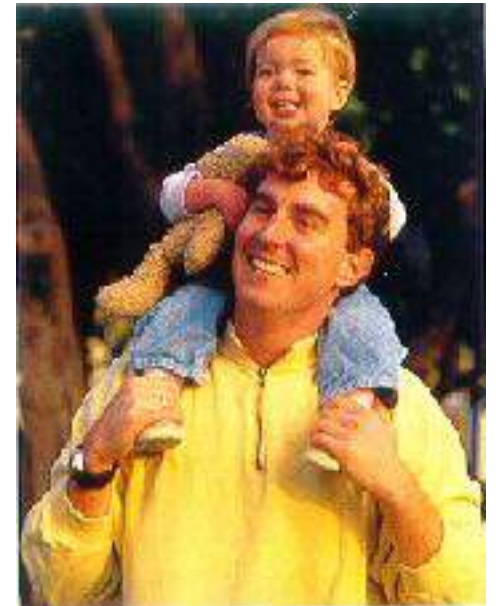
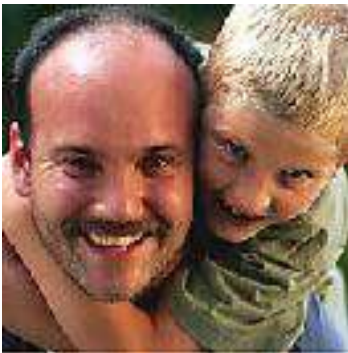


The Parent-Child Relationship

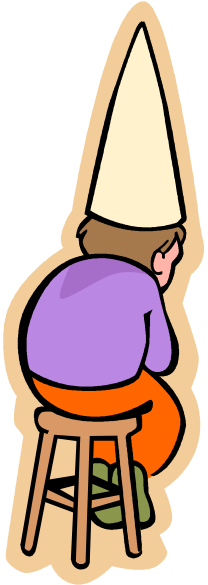
Major effect is on the child's sense of self. With Positive regard, the child learns healthy positive self-regard, does not develop conditions of worth, will not have to repress any portion of the developing self. With **CONDITIONAL** regard, parents love you only if you please them.

Positive Regard

- Unconditional positive regard - “Even when you are naughty, I love you. I may punish bad behavior, but I respect and value you as a person.”



Conditions of Worth



Parent's control children by setting unspoken (or explicit) conditions of worth. If a child follows parental dictates, the child is loved. If a child disobeys or acts disrespectful, they may be rejected. We internalize these conditions of worth to judge ourselves throughout life. Self-esteem and the sense of competence are largely caused by conditional worth: you are only loved if you meet these standards.

Conditions of Worth (cont'd)

Are set by other people:

- Tell us how we OUGHT to be.
- Keep us from being OK as we are.
- Make us doubt our own wants and beliefs.
- Make us neurotic.



Roger's Personality Theory

Explained in his book, "On Becoming a Person:"

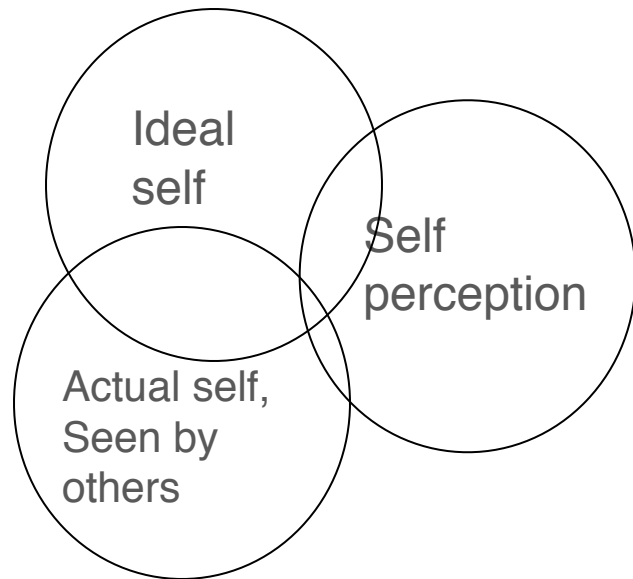
- A single motive, the innate actualizing tendency.
- Personality is shaped by the present and how it is perceived in consciousness (the organismic valuing process) .
- The perceived self and the ideal self may be incongruent (contradictory).
- As people become better adjusted, congruence increases (perceived self more like ideal self).

The College Counseling Center

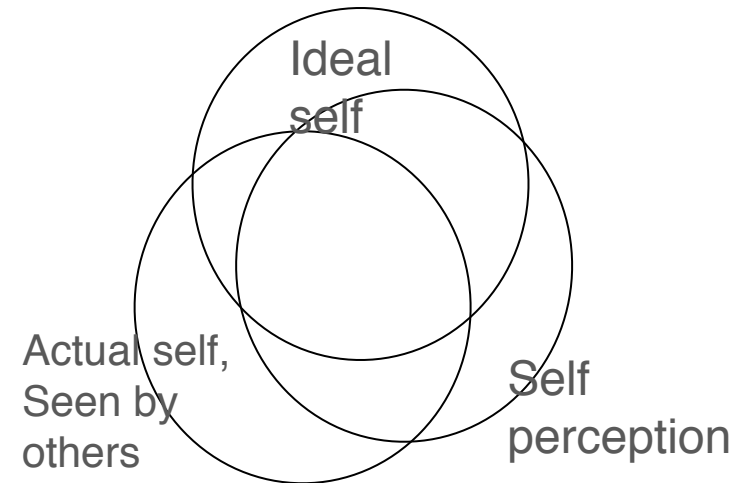
Rogers' main work was with college students who felt, lonely depressed, anxious, pressured. By listening and allowing them time and freedom to find their own ways, he helped them find their true goals and beliefs. Progress was assessed as a person became more like the person they wanted to be, as they gained Congruence.

Congruence

Low congruence, low self esteem
Before therapy



High congruence, higher self esteem
After therapy



Person-Centered Therapy

Fundamentals of person-centered therapy:

- Client is responsible for change.
- Therapist is accepting and non-directive.
- Therapist supplies unconditional positive regard and full attention.
- Client can alter their thoughts and behavior in an accepting environment.
 - Basic technique of person centered therapy is *Active Listening*.

Active Listening

- *Give full attention*
- *Listen to understand* the speaker's point of view, feelings, and internal experience.
- *No interpretation*, no guiding to new topics or new thoughts, no interruptions.
- *No input* from listener other than encouragement (positive regard).
- *Questions* to draw out authentic meaning.
- *Paraphrase* (put it into other words, but retain the meaning) to check whether you have fully understood their view.
- *Empathy* - strive to get into the other person's reality.



The Search for Meaning



Humanistic psychology validates the search for personal meaning in life.

"Who am I and where am I going?"

Harry Blamont 1953 by University of California

Humanistic Psychology

Extremely popular in the 1960's and 1970's.

- Growth as a professional field:
 - 1946: Rogers was president of APA
 - 1961: *Journal of Humanistic Psychology*
 - 1962: American Association for Humanistic Psychology
 - 1971: AAHP became a division of APA
- Not a mainstream psychological field:
 - Practitioners in private practice rather than academia.
 - Comparatively little research and few publications.
 - Few graduate training programs.

The College Counseling Center

Seligman Lykken Gilbert

What can we learn about the subjective experience of contentment, satisfaction, or happiness? Can we define and create positive mental health? Individuals have a “set point” for happiness; it varies in each person, but you have a basic level of happiness as part of your personality (Lykken). We can predict our future happiness more accurately by asking people like ourselves what makes them happy.

- See Dan Gilbert's video: [Stumbling on Happiness](#)

Humanistic Psychology

Contributions to personality theory:

- Strengthened the idea one can consciously and freely change.
- Emphasizes personal responsibility for one's own experience.
- Created effective intervention with minimal training.
- Facilitated the return of the experimental study of consciousness.
 - Today, the field of *Transpersonal Psychology* continues the search for higher levels of functioning.

PSYCHOLOGY 429 Week Four

Cognitive Theories of Personality ***Kelly, Ellis, Beck, Lazarus***

“Men are disturbed not by things, but by the views which they take of them.”
(from Epictetus)

Cognition = Thinking

“Nothing is either good or bad, but thinking makes it so.”
— *Hamlet, act II* William Shakespeare

Cognitive theories posit that personality is shaped largely by the way that we think. Thinking shapes both feeling and behavior, creating our uniqueness. The optimistic point here is that we can control our thinking, and thereby control our emotions, perceptions, and behavior. George Kelly was a pioneer in describing how cognition shapes personality. Arnold Lazarus developed research studies in cognition and emotion. Albert Ellis and Beck popularized cognitive-behavioral explanations and techniques in psychotherapy.

We “Construct” Our Experience

- Person as scientist is interpreting (construing) and predicting events.
- Personal constructs are dichotomous (bipolar), permeable or impermeable, limited in range of convenience, and important in understanding others.
- Role Construct Repertory (REP) measure.

George Kelly (1905-1967)

Kelly was born on a farm in Kansas, and was the only child of a Presbyterian minister turned farmer and a former school teacher. As a child, his family moved, by covered wagon, to Colorado with one-room schools and home schooling. They traveled and tried to help people in many ways.



George Kelly (1905-1967) (cont'd)



Kelly earned a BA in 1926 in physics and math, then a master's in sociology. He taught public speaking to labor organizers/bankers and citizenship classes to immigrants in Minnesota, and he also taught and coached drama at a junior college in Iowa. A fellowship at the University of Edinburgh led to a Bachelor of education degree in psychology, and in 1931 he earned a Ph.D. in psychology from the State University of Iowa.

Kelly's Professional Career

During the depression Kelly worked at a Kansas State College, starting his theory and clinical techniques. In 1946, he became the director of the clinical program at Ohio State (just after Carl Rogers left). It was here that his theory matured, where he wrote his two-volume work, *The Psychology of Personal Constructs*. In 1965, he began a research position at Brandeis University, where Maslow was working but he died soon afterward on March 6, 1967.

Serving the Folks at Home

Teaching physiological psychology at a Kansas State College in 1931 during the dust bowl and the depression, Kelly recognized the hardships of the farming families of this part of Kansas and he decided to develop a rural clinical service.



Early Approach to Therapy

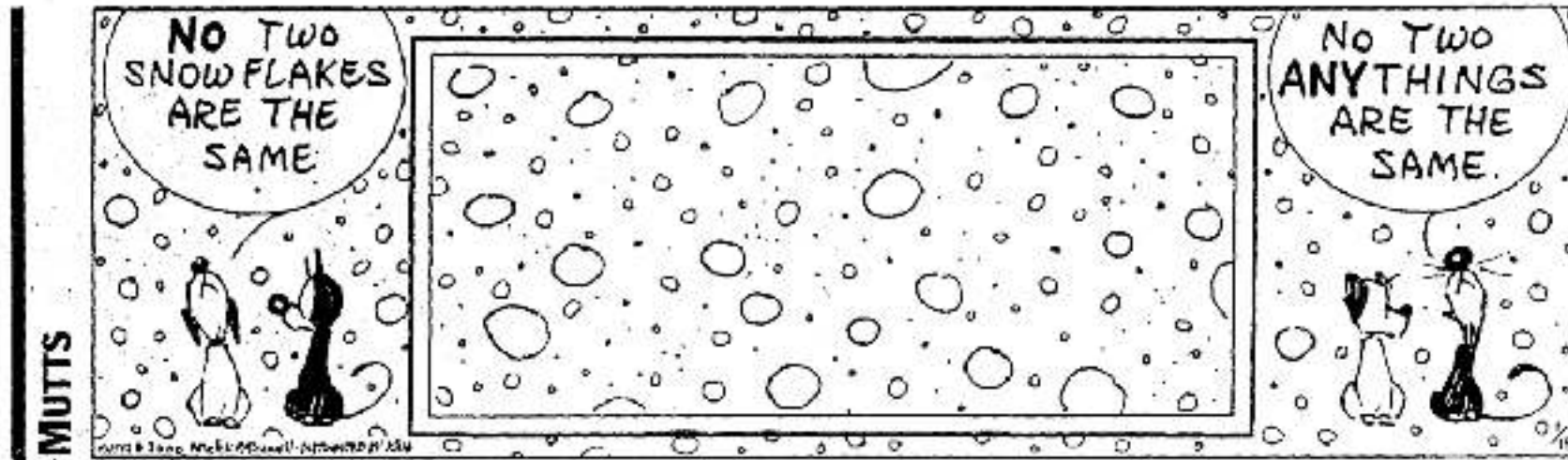
First he used popular Freudian techniques (couch, free association, dreams) where the analyst interprets resistances in terms of sexual and aggressive needs. Surprisingly, the Kansas farm folk accepted these explanations of their problems. But Kelly felt the Freudian explanations a bit far-fetched, so he began "making up" explanations. The clients listened, believed in him, and improved at the same slow but steady pace.



Why Did Clients Improve?

What mattered to Kelly's clients was having an explanation of their difficulties so they had a way of understanding them. The "chaos" of their lives developed some order. Just about any order and understanding that came from an authority was accepted gladly, but *order and understanding that came out of their own lives, their own culture, was even better.*

Uniqueness of Experience



Kelly's theory affirms a belief that no one knows your world like you do. He claims it is not a Cognitive theory, but more of a humanistic one. Remember Phenomenology?

People as Scientists



For example, “*Why do people drink alcohol?*”
Your answer comes from your experience, and may be quite different from other people’s answers.

Kelly sought to understand “how people work”, as we all do at times. He proposed that we develop informal theories about the way the world operates. When the theories don’t work, we can change them.

The “Fruitful Metaphor”

People Operate Like Scientists

People get ideas, and check them against experience.

- They have constructions of their reality, like scientists have theories.
- They have anticipations or expectations, like scientists have hypotheses.
- They engage in behaviors that test those expectations, like scientists do experiments.
- They improve their understandings of reality on the bases of their experiences, like scientists adjust their theories to fit the facts.

Kelly's Philosophy: Constructive Alternativism

- Constructive alternativism - Kelly's philosophy that while there is only one true reality, reality is always experienced from one or another perspective, or alternative construction. A construction is a point of view, a belief, or a manner of perceiving reality. Every person's construction of reality is different.



Alternative Constructions

Reality allows for an infinite number of alternative constructions. Some constructions are better than others. Your constructions are more effective in a college setting than a child's would be. Your CPA's construction of your tax situation should be better than that of the shyster giving "free tax advice." No one's construction is ever complete because reality is too complex for anyone to have the perfect perspective.

Good Construction

A good construction:

- Allows us to predict events in the world.
- Helps us understand what we perceive.
- Tells us how to interpret ambiguity.



Accurate Construction

Accurate construction leads to



Effective prediction, which leads to



A sense of control, which leads to



A sense of security and a good grasp on reality

The goal is *accurate* construction.

Constructive Alternativism

In Kelly's therapy, therapists encourage the client to develop alternative constructs systems through which to construe life events. Clients imagine various ways this situation can be construed to bring about different feelings. For example:

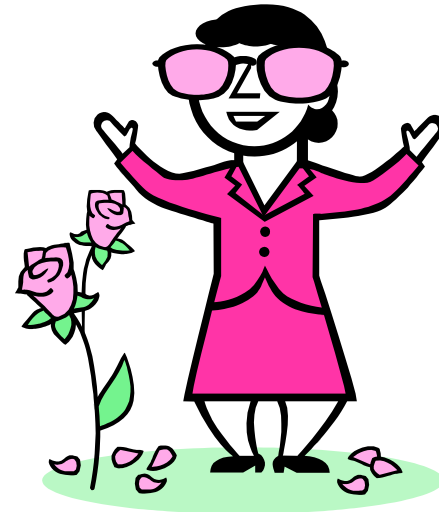
- I am so embarrassed to forget the radiator. Whew. Now I won't have to attend that meeting after all. Dang, another \$500 on the car. What if no one comes, I could die out here! Let's just imagine I am on Survivor.



Kelly's "Fundamental Postulate"

Kelly's "fundamental postulate" for personal construct psychology was:

- "A person's processes are psychologically channelized by the way in which he anticipates events" (Kelly, 1955, p.46).
- How are these folks channelizing their experiences?



Construction Corollary

"A person anticipates events by construing their replications." As events are repeated in our lives, we learn to anticipate or predict what will occur. We form constructs on the basis of what we repeatedly experience.



Example of anticipation

What is your construct of “Christmas”?

How would you experience December 24 & 25 without all the elements you associate with Christmas?

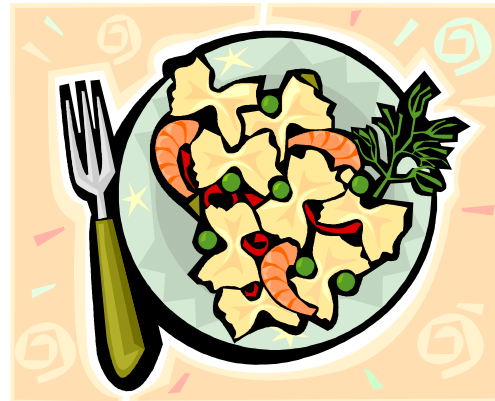
Dichotomy Corollary

Constructs are bipolar, but the poles are not always labeled the same. Whatever concept you use to identify something, you also have an opposite for that concept because the construct has two ends!

- He's hot, she's not. She is _____.
 - Ugly? Homely? Unpopular? Cold?
- She's bad, he's not. He is _____.
 - Boring? Obedient? Conforming? Moral?

Construct Permeability

Is your construct rigid and inflexible, or open to change (permeable)?
“Good food” could be a construct which is permeable for some people,
and impermeable for other people. Is pasta good or bad food? (It depends
the construct is permeable) What is your construct of “Divorced?”
“Flunked?”



Range of Convenience



- **Some constructs can only apply to a few things.** They have a limited “range of convenience.”
 - In what situations might you use the construct, “fluorescent versus incandescent”?
 - Do you apply the construct of “good kisser versus sloppy kisser” to all people, or only to some people?
- **Some constructs can apply to many things or situations:** “tangled versus separate”, “good versus bad”, “new versus old”. These constructs have a broad range of convenience.

Cause of Anxiety and Distress

Kelly says *if our current construction doesn't allow for what we are experiencing, we feel anxiety*. For example, if you saw a UFO, if your parents told you to leave, if your kid was arrested, etc. So, if the current construct pattern is not working, we need to take a new perspective, build a new construct or modify old ones. This may take therapy.

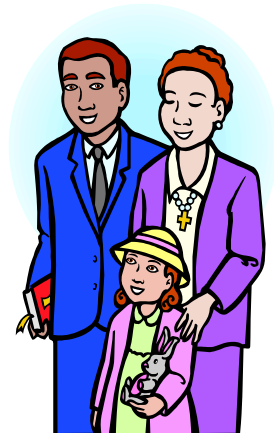


Threat

We experience THREAT when we are faced with a major reorganization of our construct system. For example, imagine how Native Americans perceived the Pilgrims , terrorist attacks on the Twin Towers, your child chooses to join a Satanic cult, or aliens land and ask you to protect them. These events don't FIT within the construction system that was in effect.

Core Roles

We see ourselves as fitting a certain role in a social situation. *Core roles* are those that are especially important to the sense of identity. Gender, marital status, occupation are three central roles for most people. Fixed role therapy is designed to mediate *anxiety* (experience doesn't fit one's constructs) and *threat* (demand for construct system reorganization).



Sociality Corollary

People can interact well with each other to the extent that they can interpret another's construction processes. To accurately perceive how another person will construe events is key to empathy and understanding. *If someone often misinterprets your words and behaviors, you are not likely to have a lasting friendship!*



Effective Relationships

Mutual understanding of each other's constructs evolves as you come to know each other. Effective interpersonal relations require being able to construe the other person's view of things. This may not involve liking (a minister comes to know the congregation, a detective comes to know the criminal, a teacher comes to know her students).

- Can you construe your spouse's reality?
- Can you construe your teenager's reality?

Personal Constructs

Our *personal constructs* are the way we individually interpret reality. To “construe” is a verb meaning to explain or deduce the meaning of.” A *construct* is an idea or perception resulting from the orderly arrangement of facts and impressions, and it shows how things relate to each other. How are two of these are alike and different from the third:

Car	Cat	Box
Son	Brother	Father
Sun	Moon	Planet

Role Construct Repertory Test (REP)

We can discover our constructs with the REP test. Here is how it works:

1. Consider a number of different people you have known and about whom you have opinions.
2. Pick any three at random and compare:
 - How are two of these alike? (*similarity*)
 - How are they different from the third one? (*difference*)
3. You have just identified one construct:
 - Age? Gender? Income? Friendliness? Nationality? Hugableness?

Two Alike and One Different

“How are two of these are alike and different from the third?” The REP test has you consider a large number of contrasts concerning people in your past experience and identify constructs by which your mind differentiates people. You can practice assessing your personal constructs with the activity in your textbook. The REP test, as a research tool, can be used to clarify any kind of constructs:

- Characteristics of various languages
- Attitudes in marketing research
- Materials for construction engineering
- Decorating schemes
- Religious tenets of various sects

Identifying Your Core Constructs

Once you have identified constructs you use, see whether there is a pattern. Are certain kinds of constructs frequent? What dimensions are most important in your construction of people?

“Sex”

“Race”

“Wealth”

“Age”

“Friendliness”

“Intelligence”

“Morality”

???????

Fixed Role Therapy

We evaluate our constructs over time in terms of their predictive value, asking: Do they still define reality for us in a way that works? Do they allow us to interact effectively with others? Good adjustment requires *updating our constructs*. Kelly helped clients identify ways their constructs were limiting perception and healthy functioning. He would work with clients to imagine a new way to construe situations, and assign them to ACT AS IF the new construct were true.

Food For Thought

Food for thought about personal constructs:

- Identify a time you could not construe the events and felt anxiety.
- Think of a time you had to re-organize your construction of a situation or relationship. How did it evoke a sense of threat?
- How can a person's core constructs limit their accurate perception of events?



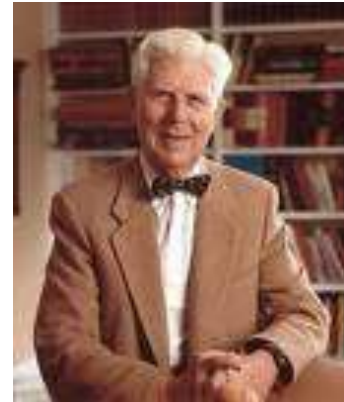
Integrating Theories

Some theories of personality emphasize thoughts, others emphasize behavior and many are centered on feelings. Current views address multiple modes of experience. Beck and Ellis focus on how cognition and behavior interact, while Lazarus focuses on accounting for all.

Aaron Beck

Beck is best known for creating the *Beck Depression Inventory*.

Cognitive behavioral therapy for depression is the preferred style of therapy according to surveys of clinicians in 2008. The focus is on identifying irrational thoughts and challenging their truth.



Aaron Beck (CBT)

Cognitions, expectations and beliefs which are often automatic, are based on maladaptive mental schemas. The Cognitive Triad in depression: negative views of *self*, *experiences*, and *future*. Beck argues that cognitive distortions and maladaptive schemas create and maintain depression. *Cognitive Behavioral Therapy* (CBT) holds that alteration of a person's underlying cognitive structure will change their appraisals and the psychological impact of events.

Albert Ellis and Rational Emotive Behavior Therapy (REBT)

Beliefs (or cognition) is the most immediate determinant of human emotion and behavior:

A = *Activating event*

B = *Beliefs* (moderating event)

C = *Consequences of beliefs* (emotional and behavioral reactions)

A does not lead to **C** without **B**

- So, change your thinking and you change your reactions to events.

Ellis: Common Irrational Beliefs



- “I must have love or approval from all the significant people in my life”
- “I should and must perform important tasks competently and perfectly well.”
- “If I don’t get what I want it is terrible and I can’t stand it.”

Beck and Ellis (2002)

In 2002 these two famous cognitive psychotherapists presented their ideas at the meeting of the American Psychological Association. The dialogue on cognitive therapy showed that they hold quite similar beliefs about the power of dysfunctional beliefs to paralyze healthy cognition and behavior through self-defeating schema. Ellis described how, long before "emotional intelligence" became a popular idea, he had worked to implement programs in public schools to teach coping strategies based on rational-emotive principles. He would start by training teachers to instill a positive sense of self in the value of each and every student "whether or not they're loveable." Learn more at: <http://www.fenichel.com/Beck-Ellis2002.shtml>



Arnold Lazarus and Multimodal Therapy

Lazarus points out that a therapist must address all aspects of a person's experience. He identifies seven discrete but interactive modalities in the BASIC ID model:

1. Behaviors
 2. Affective responses
 3. Sensory reactions
 4. Images
 5. Cognitions
 6. Interpersonal relationships
 7. Drugs and other biological interventions
- People tend to utilize these modes in a preferential order depending on personality.

Lazarus Multimodal Therapy

Lazarus' approach is psycho educational and eclectic.

Techniques from all the psychological traditions, are used to help a client. A therapist's ability to use different treatment modalities without subscribing to their theoretical bases is called *technical eclecticism*.

Lazarus Multimodal Therapy (cont'd)

The underlying principle of multimodal therapy is the necessity of individually tailored treatments. The primary question a multimodal therapist asks is, "Who or what is best for this particular individual?" A structural profile in multimodal therapy is obtained by having patients complete ratings across BASIC I.D. Deliberately tuning into a client's preferred modality initially is known as *bridging*. Examining the firing order of a client's different modalities is termed *tracking*.

Eclecticism in Personality Theory

These days, a complete theory of personality needs to address all the facets of individual uniqueness we have explored in this class. It must accept and integrate the results of 100 years of personality research and acknowledge the role of genetics, environment, experiences, personal choice, thinking and spiritual beliefs. To attempt to address all these factors in one unifying theory of personality is a daunting task.

Improving Personality Theory

A theory is useful when it generates research and has some predictive value. Imaginative theories are needed to challenge old assumptions and create new ways of looking at the organization of behavior. We need an organizing theme, a new formulation, a unifying paradigm of understanding to unify diverse research findings.



Why Were They Famous?

Some of the theorists we studied created *controversy*.

- Freud: sex and aggression
- Jung: collective unconscious
- Eysenck: brain differences in personality
- Horney: women have their own values
- Fromm: escaping freedom
- Maslow: self-actualization

Why Were They Famous? (cont'd)

Some theorists gave the understanding of personality enhanced *precision*.

- Murray: measuring human needs
- Cattell: factor analysis of traits
- McCrae & Costa: the Big Five dimensions
- Erikson: different issues at different ages
- Kelly: making our constructs explicit
- Buss and Plomin: behavior genetics

Why Were They Famous? (cont'd)

Some theorists gave us hope for *positive human values*.

- Adler: social interest
- Allport: propiarte striving
- Maslow: the drive to meta needs
- Rogers: authentic positive regard

What About YOU?

Are you our next great theorist?

- If you are not crippled by the fear of greatness (Jonah Complex).
- Not dependent on the judgment of others (conditions of worth, external LOC).
- Concerned with humanity (social interest).
- Biologically curious, conscientious and intelligent (behavior genetics).

The Future of Personality Theories

You may have the answers we seek! May these ideas continue to bring you new questions, and may you pursue the answers with integrity, commitment and joy.

