***Psychology***

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***Lap 4: Personality Theories***

**Lap 4 Essential Question:**

Can you accurately characterize your personality? How will your personality impact your future?

**Late Assignments from Lap 3**

Are all due by the final class. Failure to turn in late or missing work by the appropriate day will result in a zero for that particular assignment – no exceptions.

***Overview:***

Today, many contemporary personality psychologists believe that there are five basic dimensions of personality, often referred to as the "Big 5" personality traits. Previous trait theorist had suggested a various number of possible traits, including Gordon Allport's list of 4,000 personality traits, Raymond Cattell's 16 personality factors and Hans Eysenck's three-factor theory. However, many researchers felt that Cattell's theory was too complex and Eysenck's was too limited in scope. As a result, the five-factor theory emerged to describe the basic traits that serve as the building blocks of personality. Today, many researchers believe that they are five core personality traits. Evidence of this theory has been growing over the past 50 years, beginning with the research of D. W. Fiske (1949) and later expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987).

The "big five" are broad categories of personality traits. While there is a significant body of literature supporting this five-factor model of personality, researchers don't always agree on the exact labels for each dimension. However, these five categories are usually described as follows:

1. **Extraversion**: This trait includes characteristics such as excitability, sociability, talkativeness, assertiveness and high amounts of emotional expressiveness.
2. **Agreeableness**: This personality dimension includes attributes such as trust, altruism, kindness, affection, and other pro-social behaviors.
3. **Conscientiousness**: Common features of this dimension include high levels of thoughtfulness, with good impulse control and goal-directed behaviors. Those high in conscientiousness tend to be organized and mindful of details.
4. **Neuroticism**: Individuals high in this trait tend to experience emotional instability, anxiety, moodiness, irritability, and sadness.
5. **Openness**: This trait features characteristics such as imagination and insight, and those high in this trait also tend to have a broad range of interests.

It is important to note that each of the five personality factors represents a range between two extremes. For example, extraversion represents a continuum between extreme extraversion and extreme introversion. In the real world, most people lie somewhere in between the two polar ends of each dimension.

***Rationale:***

Always remember that behavior involves an interaction between a person's underlying personality and situational variables. The situation that a person finds himself or herself in plays a major role in how the person reacts. However, in most cases, people offer responses that are consistent with their underlying personality traits. These dimensions represent broad areas of personality. Research has demonstrated that these groupings of characteristics tend to occur together in many people. For example, individuals who are sociable tend to be talkative. However, these traits do not always occur together. Personality is a complex and varied and each person may display behaviors across several of these dimensions.

Through the study of personality theories, you will become acquainted with groups of ideas which challenge each other and which emphasize different aspects of the human personality. Each theory provides a building block for the foundation of increased self-awareness. The ideas of Freud, Jung, Skinner, Rogers, and others will challenge to think about you- why do you behave the way you behave; how will you behave in the future; do you have control over your life?

***Learning Goals:***

1. Review different personality measurement tools and decide if they match who you are
2. Discuss the Freudian Id, Ego, and Superego
3. Examine the psychoanalytic theories of Carl Jung, Alfred Adler, and Karen Horney
4. Examine the humanistic theories of Carl Rogers and Abraham Maslow

***Enrichment:***

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| **Tough Love? Is it real?** | |
| We have all heard the expression “tough love” before but have you ever really thought about it? In a two page paper discuss the following questions: What is your definition of “tough love”? Do you believe in this approach? How do you think Maslow and other humanists might view “tough love”? What, if any, alternatives might they suggest? Which approach do you think works best in curbing potentially destructive behavior?  Please “share” the document with me via Google. | **C - Day**  **4/12** |

***Summative Assessment***

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| **Lap 4 Essential Question:**  **Can you accurately characterize your personality? How will your personality impact your future?** | |
| Lap 4’s summative assessment will follow similar assessments we have had in the past. You will be asked to specifically answer certain questions, give your view on a topic with supported evidence, and thoroughly explain terms and how they relate to the overall learning goals of the specific Lap. If you test with Mrs. Stokes please let her and I know prior to the testing date. | **E - Day**  **4/18** |

***Calendar of Events***

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| **Day 1** | |
| 1. **Due at class time** – Nothing at this time. 2. **What we are doing today** – Go over Lap. Overview of Personality Theories.     3. **Assignment for next time** – Read chapter 14: section 1, Purposes of Personality Theories. Be prepared for a reading comprehension quiz on Day 2. | **A – Day**  **3/24** |
| **Day 2** | |
| 1. **Due at class time** – Nothing at this time. We will have a quiz today over chapter 14, section 1, Purposes of Personality Theories. 2. **What we are doing today** – Discussion of section 1. Quiz over section 1. Today we will work in small groups and take turns recalling some early memories. We will jot these memories down, and discuss the following question: Do these early memories relate to your present personality? 3. **Assignments for next time** – Read chapter 14: section 2, Psychoanalytic Theories. Be prepared for a reading comprehension quiz on Day 3. | **C – Day**  **3/28** |
| **Day 3** | |
| 1. **Due at class time** – Nothing at this time. We will have a quiz today over chapter 14, section 2, Psychoanalytic Theories. 2. **What we are doing today** – Discussion of section 2. Quiz over section 2. Watch clips of the Cat and the Hat video and compare it to the Id, Ego, and Superego. Discussion over what part of a personality – id, ego, or superego, do you think is the most important? 3. **Assignment for next time** – Read chapter 14, section 3, Learning Theories. Be prepared for a reading comprehension quiz on Day 4. | **E – Day**  **3/30** |
| **Day 4** | |
| 1. **Due at class time** – Nothing at this time. We will have a quiz today over Chapter 14, section 3, Learning Theories. 2. **What we are doing today** – Quiz over section 3. Defense Mechanisms. 3. **Assignment for next time** – Read chapter 14, section 4, Humanistic and Cognitive Theories. | **F – Day**  **4/3** |
| **Day 5** | |
| 1. **Due at class time** – Nothing at this time. 2. **What we are doing today** – Discuss Humanistic and Cognitive Theories. Class Discussion: Do you think any person can develop a self-actualized personality, regardless of his/her social or economic status. 3. **Assignment for next time** – Read chapter 14, section 5, Trait Theories. Be prepared for a reading comprehension quiz on Day 6. | **H – Day**  **4/5** |
| **Day 6** | |
| 1. **Due at class time** – We will have a quiz over chapter 14, sections 4 and 5. 2. **What we are doing today** – Discussion of section 5. Quiz over section 4 & 5. 3. **Assignment for next time** – Chose a character in a movie or television show you have recently seen (for easiness on my part chose someone that I may have heard of, please). Describe the character in terms of personality dimensions proposed by one of the trait theorists discussed in this section. **Bring your typed or handwritten paragraph to class on Day 7 and be ready to discuss.** | **K – Day**  **4/7** |
| **Day 7** | |
| 1. **Due at class time** – Typed or handwritten paragraph of your television or movie character. 2. **What we are doing today** – Discussion of characters. 3. **Assignment for next time** – Nothing at this time. | **A – Day**  **4/10** |
| **Day 8** | |
| 1. **Due at class time** – Nothing at this time. 2. **What we are doing today** – Wrap up of concepts covered in chapter 14. 3. **Assignment for next time** – Prepare for your Lap 4 Summative Assessment. | **C – Day**  **4/12** |

Up next… Choice Unit and Exams!