

concern = نگرانی، دغدغه

approach → رویکرد

approach (v.) = نزدیک شدن

occurred, happened

merger = mix

questioning truth = حقیقت‌جویی

... spection → نظارت کردن

Id = نفس انار

ego = نیروی عقلی

superego = نفس برتر

School = مدرسه

unity = وحدت

در صورتی که بعد از حرف "ح" حرف "i" یا "e" بیاید به صورت /s/ تلفظ می‌شود.

emphasis (n) + on

emphasize (v.)

consist → هیچ وجه مجزول نمی‌شود

ocurred → هیچ وقت مجزول نمی‌شود.

include → inclusion → coverage شامل شدن

exclude → exclusion

Replication = تکراری

digital data

Quantitative (quan.)

(Quan.)

انواع پژوهش

textual data

Qualitative (qual.)

key Informants (Qual)

کاملی که با عدد می‌شود ما به سمت پژوهش کمی می‌رویم و مقدماتی  
 در پژوهش کیفی مصاحبه به صورت سیم‌گویی شده است. بعد از مصاحبه و تحلیل  
 text, به code گذاری می‌پردازیم و بعد از تحلیل کدها و ارتباط میان  
 آن‌ها یک نظریه ارائه می‌دهیم. (Grounded Theory)

GT

Subject:

Year:

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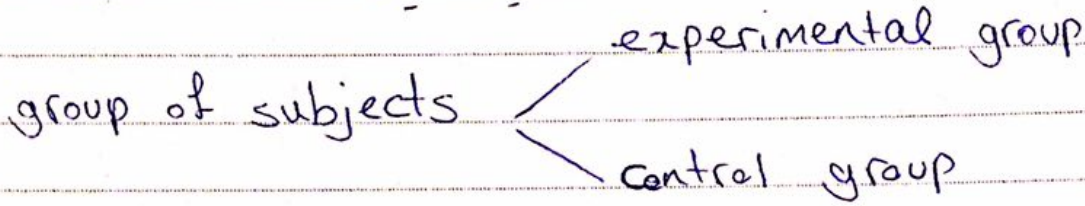
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Reliability = ثبات

Validity = دقیقت

systems = روش‌های  
دقیق و سیستمی

systematic = منظم و سیستمی  
(صفت)



quasi - pare = شبه‌تجربی

inter = بین

intra = درون

# CHAPTER 9

debate = discussion

## Human Development

کون انسان

### 1.1 Physical and Perceptual Development

کون نیکی و ادراکی

Developmental psychologists study age-related changes that occur throughout the life span, from conception until death. Traditionally, developmental psychologists have focused on childhood, but other periods of development are studied as well.

The nature vs. nurture debate has motivated the study of development. That is, is a person's development determined by heredity or by environment? Psychologists today recognize that both nature and nurture interact to influence the developmental process.

Heredity is the transmission of ancestor characteristics from parents to offspring through the genes. Genes determine hereditary characteristics and are the chemical blueprints of all living things. Genes are made up of DNA or deoxyribonucleic acid and possess the information that determines the makeup of every cell in our body. Genes lie along chromosomes, bodies that are in the nucleus of each cell in our body. Every human body cell (except the sex cells) contains 46 chromosomes arranged in 23 pairs.

The sex cells (ova or egg cell in the female and sperm in the male) contain 23 single chromosomes. Fertilization results in 23 pairs of chromosomes—one member of each pair is contributed by the mother, the other by the father.

Every female egg contains an X chromosome and every male sperm contains an X chromosome and a Y chromosome. At conception,

offspring will be **XY** or male. If the egg is fertilized by a sperm carrying an X chromosome, the child will be **XX** or female.

**Genotype** is a term used to refer to an individual's genetic make-up. *اصطلاح* *ساختار ژنتیکی*

**Phenotype** refers to how a given genotype is expressed (i.e., what the person looks like or how the person behaves). Phenotype occurs as a result of an interaction between genotype and environment.

**Dominant genes** are expressed in an individual's phenotype whenever they are present in the genotype. **Recessive genes** are expressed in an individual's phenotype only when they are paired with a similar recessive gene.

### 9.1.1 Prenatal Development

**Prenatal** development refers to the period of development from conception to birth. The average pregnancy lasts 270 days or 40 weeks.

At conception, the **female egg** or **ovum** is fertilized by the **male sperm**, usually in the **Fallopian tube**. This results in a **fertilized egg** that is called a **zygote**. The zygote repeatedly divides as it travels down the Fallopian tube to the **uterus**, where it becomes attached to the uterine wall.

The three stages of prenatal development are outlined below:

#### Ovum or Germinal

The first two weeks after conception. Is a microscopic mass of multiplying cells. Zygote travels down Fallopian tube and implants itself on the wall of the uterus. **Placenta** (provides nourishment and allows wastes to pass out to the mother) begins to form. **Umbilical cord** carries nourishment from and waste to the placenta. Thin membranes keep fetal and maternal bloodstreams separate.

#### Embryo

Second to eighth week after conception. Only about

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کلاس شنبه ساعت ۱۰:۱۰

تاریخ: ۱۳۹۵ / ۷ / ۱۷

# CHAPTER 10

## Personality

شخصیت

distinguish = تمایز کردن

vary = differ (v.)

various (n) variety (adj)

### 10.1 Psychodynamic Approach

Personality refers to distinctive, enduring characteristics or patterns of behavior. An individual's personality reveals itself through consistent behavior in a variety of situations.

This chapter describes different theories that have attempted to explain personality and its development.

Psychodynamic theories (also called psychoanalytic theories) of personality descended from Sigmund Freud and his theory of personality.

For most psychodynamic theorists, personality is mainly unconscious. That is, it is beyond our awareness. In order to understand someone's personality, the symbolic meanings of behavior and deep inner workings of the mind must be investigated. (Early experiences) with parents shape personalities, according to psychodynamic theorists.

#### 10.1.1 Freud's Theory

Sigmund Freud (1856-1939) was a medical doctor from Vienna, Austria, who specialized in neurology. His psychodynamic approach to personality developed as a result of his work with adult patients who had psychiatric and emotional problems.

Freud's theory emphasized three main points:

1. Childhood experiences determine adult personality.

(Young Good man Brown)

نام نیک

کتاب با این برادر دارد

2. Unconscious mental processes influence everyday behavior.
3. Conflict causes most human behavior.

According to Freud, each adult personality consists of an id, ego, and superego.

دوره کودکی شخصیت

Personality component	When it develops	How it functions
Id (بخارون نفس) (احاس)	at birth	Pleasure principle. اصل لذت Unconscious instincts. غریز Irrational. غیر منطقی Seeks instant gratification. ارشاد سبیل Contains the <u>libido</u> . انرژی جنسی
Ego	around 6 months میان بین - واسطه	Reality principle. اصل واقعیت <u>Mediates</u> id and reality. Executive branch. بخش مدیریتی
Superego (بخارون نفس) (نفس نوازه)	around 6 years	Morality principle. اصل اخلاقیت Personal conscience. وجدان فرد Personal ideals. آرمان های فردی

According to Freud, the id is unconscious and has no contact with reality. It works according to the **pleasure principle**—the id always seeks pleasure and avoids pain. The id contains the **libido** or sexual energy.

The **ego** evolves from the id and deals with the demands of reality. It is called the **executive branch** of personality because it makes rational decisions. The **reality principle** describes how the ego tries to bring individual id demands within the norms of society. (The ego, however, cannot determine if something is right or wrong.) \*

The **superego** is capable of determining (if something is right or wrong) because it is our conscience. The superego does not consider reality, only rules about moral behavior.

According to Freud, behavior is the outcome of an ongoing series of conflicts between the id, ego, and superego. Conflicts dealing with sexual and aggressive impulses are likely to have far-reaching consequences because social norms dictate that these impulses be routinely frustrated.

نفس خرد  
وید بر کف دست  
فران است  
هم چیزی در لایه  
است وجه  
چیزی غلط

عواقب  
به طور معمولی

Freud considered personality to be like an iceberg—most of our personality exists below the level of awareness just as most of an iceberg is hidden beneath the surface of the water. (Freud referred to the hidden part of our personality as the unconscious) Even though Freud felt that many thoughts, memories, and desires were unconscious, they nonetheless influence our behavior.

The conscious part of our personality consists of whatever we are aware of at any particular point in time.

The preconscious, according to Freud, contains material that is just below the surface of awareness but can be easily retrieved. An example of preconscious awareness would be your mother's birthdate. You were not thinking of your mother's birthdate but can if you need or want to.

Figure 2.1 presents the iceberg analogy of Freud's notions of unconscious, conscious, and preconscious and how they relate to the three structures of personality (id, ego, and superego).

**Defense mechanisms** are unconscious methods used by the ego to distort reality and thereby protect us from anxiety. Anxiety can result from the irrational, pleasure demands of the id or from the superego causing guilty feelings about a real or imagined transgression.

Common defense mechanisms are:

### **Rationalization**

Creating false but plausible excuses to justify unacceptable behavior.

Example: Reducing guilt for cheating on your taxes by rationalizing "everyone does it."

### **Repression**

Pushing unacceptable id impulses out of awareness and back into the unconscious. Sometimes called "motivated forgetting."

Example: Having no memory of an unpleasant experience.

### **Reaction Formation**

Behaving in exactly the opposite of one's true feelings.

Example: A mother who feels resentment toward a child may be overly cautious and protective.



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متون روانشناسي ٢

نام استاد: احسان اكرادي

زمان كلاس: شنبه ساعت ٨

انxious -

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توجیه - دلیل تراشی

Example: Reducing guilt for (cheating on your taxes) by rationalizing "everyone does it."

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سرکوبی

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Example: Having no memory of an unpleasant experience.

**Reaction Formation**

واکنش وارونه

Behaving in exactly the opposite of one's true feelings.

Example: A mother who feels resentment toward a child may be overly cautious and protective.

**Regression**

بازگشت

Reversion to immature patterns of behavior.

Example: Temper tantrums.

**Projection**

تزیین

Attributing one's own thoughts, feelings, motives, shortcomings, etc. to others.

Example: A wife who constantly suspects her husband of having an affair because unconsciously she has thought of having an affair.

**Displacement**

جایای

Shifting unacceptable feelings from their original source to a safer, (substitute) target.

Example: You are mad at your boss, but you do not yell at your boss; instead you become angry with a family member when you return home.

**Sublimation**

واندیس

sublime (adj)

A useful, socially acceptable course of behavior replaces a socially unacceptable or distasteful impulse.

Example: A person who feels aggression due to a lack of control plays an aggressive game of basketball with friends every other day.

**Intellectualization**

عقلانی کردن

detachment ≠ attachment

terminology's

By dealing with a stressful situation in an intellectual and unemotional manner, a person detaches himself from the stress.

Example: A person who has lost a family member due to illness will willingly speak of the medical terminology of the illness but will not discuss the emotional aspects of the illness.

**Denial**

انکار

انکار می آید

Denying that a very unpleasant thing has happened.

digest = کھینا، دراز کردن

Example: A person with severe stomach pains, possibly an ulcer, refuses to see a doctor because he feels it is only indigestion.

### 10.1.2 Stages of Psychosexual Development

Freud believed that we go through five stages of psychosexual development in forming our personalities. Each stage represents a different erogenous zone or part of the body where pleasure originates.

#### Freud's Psychosexual Stages

Stage	Age	Erogenous Zone	Description
Oral	0 - 18 months	Mouth	Stimulation of mouth produces pleasure; enjoys sucking, biting, chewing. Weaning is major task or conflict.
Anal	18 - 36 months	Anus	Toilet training is major task. Expelling and retaining feces produces pleasure.
Phallic	3 - 6 years	Genitals	Self-stimulation of genitals produces pleasure. Oedipal (for boys) and Electra (for girls) conflicts occur - children have erotic desires for opposite-sex parent as well as feelings of fear and hostility for same-sex parent. Successful resolution of this conflict results in identification with same-sex parent.

Stage	Age	Erogenous Zone	Description
Latency بازیگری توجهی	6 – 12 years	None هیچ ناحیه ای درگیر نیست	Sexual feelings are repressed. Social contacts beyond immediate family are expanded. احساسات جنسی سرکوب می شود. تماس های اجتماعی خارج از خانواده گسترش می یابد.
Genital جنسی	Puberty onward از بلوغ به بعد	Genitals ایجاد کردن	Establishing intimate, sexual relations with others is main focus. تعمیر روابط جنسی صمیمانه با دیگران تمرکز اصلی است.

According to Freud, children experience conflicts between urges in their erogenous zones and societal rules. **Fixation** can result when these urges are either frustrated or overindulged in any one erogenous zone. Fixation results in one's personality becoming permanently locked in the conflict surrounding that erogenous zone.

Freud felt that the first three psychosexual stages were the most important for personality development. Examples of possible personality traits resulting from fixations in the first three psychosexual stages are presented here.

Stage	Examples of traits related to fixation
Oral	Obsessive eating Smoking Drinking Sarcasm Overly demanding Aggressiveness
Anal	Extreme messiness Overly orderly Overly concerned about punctuality Fear of dirt Love of bathroom humor Anxiety about sexual activities Overly giving Rebelliousness

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زمان کلاس: شنبه ساعت ۱۰:۱۰

نام استاد: احسان اکرادی

کد گروه: ۲۲۱۶

Stage	Age	Erogenous Zone	Description
Latency <i>بچپن</i>	6 - 12 years	None	(Sexual feelings are repressed. Social contacts beyond immediate family are expanded.) <i>و ایس زمانہ سماجی روابط سے باہر گھومنا</i>
Genital <i>جنسی</i>	Puberty onward <i>از بلوغ ہم بعد</i>	Genitals <i>ایس زون جنسی و نزدیک</i>	Establishing intimate, sexual relations with others is main focus. <i>ایس زون جنسی و نزدیک</i>

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Stage	Examples of traits related to fixation
Oral	Obsessive eating → <i>بے حد کھانا کھانا</i>
	Smoking → <i>سیکاڑ کھانا</i>
	Drinking
	Sarcasm → <i>ظہن زدن</i>
	Overly demanding → <i>بے حد مانگنا</i>
	Aggressiveness → <i>بے حد جھگڑنا</i>
Anal	Extreme messiness → <i>بے حد شامنی</i>
	Overly orderly → <i>بے حد منظم</i>
	Overly concerned about punctuality → <i>بے حد وقت پرستی</i>
	Fear of dirt → <i>بے حد گھاس پھوس سے ڈرنا</i>
	Love of bathroom humor → <i>بے حد ہنس مچھلا کرنا</i>
	Anxiety about sexual activities
Overly giving → <i>بے حد بخشنا</i>	
Rebelliousness → <i>بے حد کھانا</i>	

Phallic

Excessive masturbation → <sup>عزادارضای زیاد</sup>  
 Flirts frequently → <sup>دائهم صحن</sup>  
 Excessive modesty → <sup>بیا رجوا بلوسن</sup>  
 Excessively timid → <sup>خ ترید</sup>  
 Overly proud → <sup>خ نغور</sup>  
 Promiscuity → <sup>بی تدیری در ایدر</sup>  
<sup>عشیره و ایملای</sup>

### 10.1.3 Neo-Freudians

Neo-Freudians are personality theorists who started their careers as followers of Freud but eventually disagreed on some of the basic principles of his theory.

Theorists include Carl Jung, Alfred Adler, and Karen Horney. They disagreed with the importance Freud placed on psychosexual development and the importance of childhood experiences on personality development. Though they believed childhood experiences do play a role in development, future goals in middle age are more important for personality development.

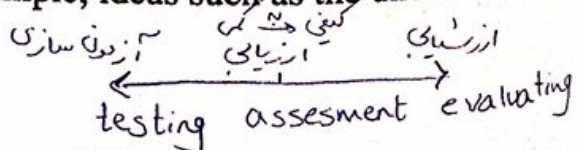
### 10.1.4 Evaluating the Psychodynamic Approach

Freud and neo-Freudians have contributed to our understanding of personality and personality development:

- They suggested that early experiences can shape our personality and that personality can best be understood by examining it developmentally.
- Freud encouraged psychologists to study human emotions and motivation.
- The concept of the unconscious is still valuable to many psychologists.
- They developed psychotherapies based on their theories. (See chapter 6.)

Criticisms of the psychodynamic approach include:

It is untestable. For example, ideas such as the unconscious are difficult to measure.





12-2  
اطلاعات  
دوره آموزشی  
روستاد  
Data to support these theories often come from case studies of individual clients or from clients' memories. Memories may be flawed and therapists may see what they expect to see based on their theoretical orientation.

منع  
سورکری  
Freud's theory is pessimistic about human nature.

Freud's theory is sexist and biased against women.

## 10.2 Behavioral Perspective

The **behaviorist perspective** is that personality is a collection of **learned behavior patterns**. Personality, like any other learned behavior, is acquired through classical and operant conditioning, social learning, discrimination, and generalization.

### 10.2.1 Skinner's Ideas

**B. F. Skinner** (1904 – 1990) and other traditional behaviorists believed that everything a person does is ultimately based on past and present rewards and punishments and other aspects of operant conditioning. He rejected the idea that personality is made up of consistent traits and denied that a personality or self initiates or directs behavior.

Skinner did not use the term personality. For Skinner, what other theorists call personality is nothing more than a collection of learned behaviors that have been reinforced in the past.

For Skinner, therefore, personality is a person's observed behaviors and does not contain internal traits or thoughts. Consistency in behavior occurs because of consistency in environmental experiences. Also, according to behaviorists, because personality is learned, it can be changed by rearranging experiences and situations.

### 10.2.2 Social Learning

The group of psychologists who emphasize behavior, environment, and cognition as important in determining personality are known as **social learning theorists** (sometimes referred to as **cognitive-behavioral** or **social-cognitive approach**).

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نام استاد: احسان اکرادی

کد گروه: ۲۲۱۶

## 9.2.2 Attachment

Attachment is the close emotional relationship between an infant and her or his caretakers. Initially, infants attempt to attract the attention (usually through crying, smiling, etc.) of no one in particular. Eventually infants develop the ability to discriminate familiar from unfamiliar people. Shortly thereafter, they may cry or otherwise become distressed when preferred caregivers leave the room. This is referred to as separation anxiety. Separation anxiety may begin as early as 6 months of age, but it usually peaks around 18 months and then gradually declines.

Mary Ainsworth and her colleagues found they could distinguish three categories of attachments based on the quality of the infant-caregiver interactions.

### Secure Attachments

Children use parent as secure base from which they explore their environment. They become upset if parent leaves the room but are glad to see the parent when parent returns.

### Insecure Attachments

#### Anxious-Ambivalent

Tend not to use parent as a secure base (and may often cling or refuse to leave parent). They become very upset when parent leaves and may often appear angry or become more upset when parent returns.

#### Avoidant

These children seek little contact with parent and are not concerned when parent leaves. Usually avoid interaction when parent returns.

Parents of securely attached infants are often found to be more sensitive and responsive to their child's needs.

Some studies have found a relationship between attachment patterns and children's later adjustment. For instance, one study found that securely attached infants were less frustrated and happier at two years of age than were their insecurely attached peers.

Some researchers have suggested that temperament, genetic characteristics, and "goodness of fit" may be important for both the type of attachment bond formed and a child's later developmental outcome.

### 9.2.3 Parenting Styles

Diana Baumrind found that she could classify parents according to the following:

#### Authoritative Parents

Affectionate and loving.

Provide control when necessary and set limits.

Allow children to express their own point of view—engage in "verbal give and take."

→ Their children tend to be self-reliant, competent, and socially responsible.

#### Authoritarian Parents

Demand unquestioning obedience.

Use punishment to control behavior.

Less likely to be affectionate.

Their children tend to be unhappy, distrustful, ineffective in social interactions, and often become dependent adults.

#### Permissive Parents

Make few demands.

Allow children to make their own decisions.

Use inconsistent discipline.

Their children tend to be immature, lack self-control, and explore less.

### 9.2.4 Day Care

Even though more children than ever before are attending day care, there have been relatively few well-controlled studies that have looked at the effects of day care on development. Summarized below are the most consistent findings to date.

\* Children who attend day care usually score higher than children who do not attend day care on tests of intelligence. Non-day care children, however, usually catch up once they enter kindergarten and elementary school.

Children in day care tend to be more socially skilled—more cooperative, more confident, and better able to take the perspective of another.

Day care children also tend to be more aggressive and noncompliant (less likely to carry out an adult's request). Some have suggested this is because day care children have learned to think for themselves, not a symptom of maladjustment.

There is a slight tendency for day care children to be classified as insecurely attached (36% vs. 29% for home care children). Although statistically significant, some have questioned the practical significance of a 7% difference.

### 9.3 Gender Role Development

Gender roles are our set of expectations about appropriate activities for females and males. Research has shown that even preschoolers believe that males and females have different characteristics. They also believe it is inappropriate to act like a member of the other gender.

Theories that explain gender role development include:

#### Social Learning Theory

Proposes that children learn gender roles because they are rewarded for appropriate behavior and punished for inappropriate gender role behaviors. Children also watch and imitate the behaviors of others.

#### Cognitive Theory

Kohlberg argued that children learn about gender the same way that they acquire other cognitive concepts (see Piaget's theory described below). First, preschool children acquire gender identity—that is, they

Data to support these theories often come from case studies of individual clients or from clients' memories. Memories may be flawed and therapists may see what they expect to see based on their theoretical orientation.

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### 10.2.2 Social Learning

The group of psychologists who emphasize behavior, environment, and cognition as important in determining personality are known as social learning theorists (sometimes referred to as cognitive-behavioral or social-cognitive approach).

Social learning theorists differ from the behavioral view of Skinner by emphasizing that we can regulate and control our own behavior despite (changes in our environment).

Albert Bandura, Walter Mischel, and Julian Rotter are three social learning theorists.

Bandura believes that learning occurs by observing what others do and that these observations form an important part of our personality. Bandura suggested that how people behave in a variety of situations is determined by self-efficacy or their expectations of success. Those high in self-efficacy will approach new situations confidently and persist in their efforts because they believe success is likely. People low in self-efficacy expect to do poorly and avoid challenges.

According to Bandura, reciprocal determinism (sometimes called reciprocal influences) influences individual differences in personality. This means that personality, behavior, and environment constantly influence one another and shape each other in a reciprocal fashion.

According to Mischel, person variables as well as situation variables are important in explaining behavior. Mischel believes that behavior is characterized more by situational specificity than by consistency. That is, we often behave differently in different situations.

Rotter believed personality is determined by a person's generalized expectations about future outcomes and reinforcements. Rotter proposed that locus of control influences how we behave. Those with an internal locus of control see themselves primarily in control of their behavior and its consequences. Persons with an external locus of control see their behavior as controlled by fate, chance, or luck and are less likely to change their behavior as a result of reinforcement because they do not understand the relationship between the reinforcement and their behavior.

### 10.2.3 Evaluating the Behavioral Perspective

The main strengths of the behavior perspective are its strong research base and testability.

Criticisms of the behavioral perspective of personality include:  
They do not consider possible unconscious motives or internal

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جلسه هفتم متون روانشناسی دو

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dispositions or traits that might be consistent from situation to situation.

There has been little effort to integrate possible biological factors or genetic influences into their theories of personality.

Historically, they have relied too much on animal research. They have not paid attention to possible enduring qualities of personality.

They tend to be **reductionistic**, meaning they try to explain the complex concept of personality in terms of one or two factors.

They have focused more on environment and less on cognition.

### 10.3 The Trait Approach

The **trait** or **dispositional approaches** to personality focus on durable tendencies or dispositions to behave in a particular way in a variety of situations. According to trait theories, people can be described in terms of the basic ways that they behave, such as friendly, moody, dependable, etc.

While trait theorists sometimes disagree on which traits make up personality, they all agree that traits are the **fundamental building blocks** of personality. Trait theorists also debate how many dimensions are necessary to describe personality. Most trait approaches assume that some traits are more basic than others.

*Basic assumptions* of the trait approach to personality are:

1. Each person has **stable dispositions** to display certain behaviors, attitudes, and emotions.

2. These dispositions or traits are **general** and appear in **diverse situations**.

3. Each person has a **different set of traits**.

4. Trait theorists include Gordon Allport, Hans Eysenck, and Raymond Cattell.

### 10.3.1 Basic Five Traits

More recently, a number of studies have revealed five basic dimensions of personality. These are referred to as the **Big Five traits** or factors of personality.

There has been some disagreement about how to name these five traits. Three possible listings include:

- extraversion-introversion
- friendly compliance versus hostile noncompliance
- neuroticism
- will to achieve
- intellect = wisdom

or

- extraversion
- agreeableness
- conscientiousness
- emotional stability
- openness to experience

or

- extraversion
- neuroticism
- agreeableness
- openness to experience
- conscientiousness

### 10.3.2 Sheldon's Body Types

An American physician, **William Sheldon**, found a moderate correlation between body type or physique and personality.

Body type (physique)	Personality
fairly = Endomorph → Soft, round, fairly weak muscles and bones	Viscerotonic Relaxed, loves to eat, sociable
Mesomorph → Muscular, athletic	Somatotonic Energetic, assertive, courageous

**Ectomorph** → **Cerebrotonic**  
 Thin, physically weak, sensitive nervous system  
 Restrained, fearful, introvert, artistic

There is no research evidence, however, to validate the relationship between body type and personality, and Sheldon's theory is not popular today.

### 10.3.3 Evaluating the Trait Approach

There is evidence to support the view that there are internal traits that strongly influence behavior across situations and some traits appear stable over time. = always

**Criticisms of the trait theory maintain:**  
 Personality often does change according to a given situation.

Trait theorists do not attempt to explain why people have certain traits and it is, therefore, not a comprehensive approach to the study of personality.

Trait approach is more of a research technique than a theory.

The debate continues concerning what (and how many) traits are related to personality.

### 10.4 The Humanistic Approach

The humanistic approach (sometimes referred to as **phenomenological approach**) to personality is an **optimistic** response to the pessimism of psychodynamic theorists. Humanistic psychologists emphasize immediate **subjective experiences** that are unique to each of us.

The humanistic approach stresses each person's capacity for personal growth, positive growth, free will, and freedom to choose one's destiny.

#### 10.4.1 Rogers' Person-Centered Approach

Carl Rogers' (1902-1987) **person-centered approach** emphasizes that people have different perceived realities, strive toward self-

actualization, and should be given unconditional positive regard. Rogers used the term **phenomenal field** to describe each person's total subjective experience of reality. The **self-concept** (or **self-image**) is the core theme in Rogers' theory. Self-concept refers to individuals, overall perceptions of their abilities, behavior, and personality. He distinguished between the **real self** (the self we form as a result of our experiences) and the **ideal self** (who we really want to be). **Maladjustment** results from a discrepancy between the real self and the ideal self. An **incongruent person** is one who has a distorted or inaccurate self-image.

Experiences that match the self-image are **symbolized** and admitted to consciousness.

The development of the self-concept depends on **self-evaluations** and **positive evaluations** shown by **others**. Anxiety and other problems result, therefore, because of **incongruence** between self-evaluations and the evaluations of others.

Others can help a person develop a more positive self-concept through **unconditional positive regard**. That is, by being accepting, positive, and loving without special conditions or strings attached and regardless of the person's behavior.

Rogers also felt we can help others develop their self-concept by being **empathetic** (sensitive and understanding) and **genuine** (open with our feelings and dropping our pretenses).

According to Rogers, **fully functioning persons** are those who live in harmony with their deepest feelings, impulses, and intuitions. Rogers used the term **self-actualization** to describe the tendency for humans to fulfill their true potential.

(Psychotherapy based on Rogers' theory is presented in chapter 6.)

#### 10.4.2 Maslow's Theory of Self-Actualization

**Abraham Maslow** (1908–1970) is another humanistic psychologist and is best known for his study of **self-actualization**. Maslow studied individuals who he believed were using their abilities to their full potential. He found that these self-actualizers were accurate in

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actualization, and should be given unconditional positive regard. <sup>ملاحظه</sup> <sup>بدون شرط</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup>

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The **self-concept** (or **self-image**) is the core theme in Rogers' theory. Self-concept refers to individuals, overall perceptions of their abilities, behavior, and personality. He distinguished between the real self (the self we form as a result of our experiences) and the ideal self (who we really want to be). <sup>تصور</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup>

**Maladjustment** results from a discrepancy between the real self and the ideal self. An **incongruent person** is one who has a distorted or inaccurate self-image. <sup>تفاوت</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup>

Experiences that match the self-image are **symbolized** and admitted to consciousness. <sup>نماد</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup>

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Others can help a person develop a more positive self-concept through **unconditional positive regard**. That is, by being accepting, positive, and loving without special conditions or strings attached and regardless of the person's behavior. <sup>ارزیایی</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup>

Rogers also felt we can **help** others develop their self-concept by being **empathetic** (sensitive and understanding) and **genuine** (open with our feelings and dropping our defenses). <sup>کمک</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup>

According to Rogers, **fully functioning persons** are those who live in harmony with their deepest feelings, impulses, and intuitions. Rogers used the term **self-actualization** to describe the tendency for humans to fulfill their true potential. <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup> <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup>

(Psychotherapy based on Rogers' theory is presented in chapter 6.) <sup>ملاحظه</sup> <sup>ارزومه</sup> <sup>فست</sup>

6.) sympathy → <sup>همدردی</sup> empathy → <sup>هم‌حسی - بلذی</sup> <sup>(فدا شدن خود جایی برای دیگران و حسن کردن احساس او)</sup>

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