



"Sow a thought and reap an act,
sow an act and reap a habit, sow a
habit and reap a character, sow a
character and reap a destiny."

Ralph Waldo Emerson

WELCOME TO WEEK 7 OF SIMPLE INTRODUCTION TO PERSONALITY

week 1- orientation and overview- sessions 1 and 2 of simple manual.

week 2- introducing distress tolerance-p. 1-13 of dbt workbook and crisis plans-session 3 of the manual.

week 3- the theoretical foundations of the simple course. session 4, 6, and 8 of the manual.

week 4- distress tolerance p. 14-32 of dbt workbook. suicide prevention session 5 of the manual. our first practice- crisis plans.

week 5- distress tolerance p. 33-46 of dbt workbook. introducing holes diary cards- session 7 of manual.

week 6- distress tolerance p. 47-68 of dbt workbook. finding your diary card targets- session 9 of manual. our second practice- holes diary cards.

week 7- introducing personality- session 10 of manual.

week 8- distress tolerance p. 69-90 of dbt workbook. introducing chain analysis-session 11 of manual.

week 9- what shapes personality-session 12 of manual.

week 10-introducing mindfulness skills p.90-109 of dbt workbook. advanced chain analysis- session 13 of manual. our third practice-chain analysis.

week 11- attachment theory- session 14 of manual.

week 12- mindfulness skills p. 110-131 of dbt workbook. introducing rational mind remediation-session 15 of manual.

week 13- the dynamic-maturational model of attachment and adaptation- session 16 of manual.

week 14-mindfulness skills p. 131-147 of dbt workbook. reviewing all the tools-session 17 of manual. our fourth practice-rational mind remediation.

week 15-stress-session 18 of manual.

week 16-introducing emotion regulation skills p.148-182 of dbt workbook. introducing the goals diary card procedure-session 19 of manual.



Snacks & Starters

ANTOJITOS **BF** **V**16.50

Tortilla pinwheels filled with our seasoned cream cheese and served with our signature house-made basil pesto, fresh house-made salsa and sour cream.

BRUSCHETTA **V**13.00

Grilled baguette slices lightly brushed with garlic butter and served with our freshly diced tomatoes, garlic, basil, oregano and olive oil.

+ goat cheese4.00

BACON CHEDDAR CHIVE TATER KEGS **BF**12.00

Crispy fried hash brown kegs filled with bacon, cheddar and chives, topped with bacon, scallions and a drizzle of avocado poblano ranch.

GARLIC CHEESE BREAD **V**12.00

Ciabatta baked with garlic butter and smothered in our Tex-Mex cheese blend.

without cheese8.00

FIVE CHEESE & JALAPENO DIP **V**17.50

A creamy blend of cream cheese, jalapeño, sour cream and our five cheese blend, served with whole wheat pita points and corn chips.

BANGKOK ROLLS **BF** **V**14.50

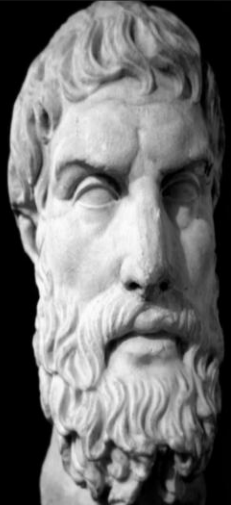


To know thyself is the beginning
of wisdom.

~ Socrates

- The phrase “Know thyself” was carved into the temple of Apollo at Delphi, a town in southern Greece, long before Socrates lived. But Socrates made it central to his philosophy. He believed that almost all human error and unhappiness came from ignorance, from not truly understanding what we are, what we value, and what we are doing.
- For Socrates, knowing oneself was the beginning of wisdom. He said, “I know that I do not know,” which meant he recognized his own ignorance. That humility opened the way to genuine understanding.

- For Socrates knowing oneself was the foundation of virtue. He believed that if a person truly knew what was good, they would naturally live a good and just life. Evil or wrongdoing, in his view, came from not knowing oneself or what is truly good.
- For Socrates knowing oneself was also the path to a meaningful life. At his trial he said “The unexamined life is not worth living,”. Self-knowledge wasn’t just optional reflection; it was our most important task.
- “know thyself” means more than understanding our personalities. It means understanding the nature of our soul, our reason, desires, and sense of justice. It means recognizing our limitations and ignorance, so that we can seek truth rather than presume we already have it. “know thyself” means aligning our inner life (thoughts, intentions, and values) with our outer actions, seeking integrity between who we are and how we live. For Socrates the goal of life was to know what sort of being we truly are, and how to live a good, examined, and coherent life.
- While understanding our personalities is only a part of what Socrates meant by “know yourself” it is a critical step in that endeavour.



It's not what happens to you,
but how you react to it that
matters.

Epictetus

- It's tempting to think that we fall into "holes" not because of anything we do but because of what happens to us and because of other people's actions.
- Sometimes that's true, but the concept of emotional dysregulation suggests that our patterns of thought, feeling and behavior, that is our personality, also play a significant role in our "hole falling". Often as Epictetus said "It's not what happens to you but how you react to it that matters."
- Becoming aware of and learning about the holes we frequently fall into is a critical step if we want to get out of holes faster and eventually learn to avoid them altogether. This involves understanding our personalities or our patterns of thought, feeling and behavior.
- Today and for much of the remainder of the course we're going to, as Socrates advised, try to deepen our self understanding by considering what personality is.
- Often, we can't control what happens to us or how others treat us, but if we are mindful of how we think, feel and behave we can learn to avoid many holes and live happier and more meaningful lives.
- For the course we have adopted and slightly modified the serenity prayer: " may the Mystery that is behind the existence of the universe grant me the serenity to radically accept the things I can't change, remind me of the tools, skills and strategies I need to change those that I can, and the wise mind to know the difference."



WARNING ABOUT MEDITATION

FEEL FREE TO SKIP IT
WILL BE FOLLOWED BY A MOMENT OF
SILENCE

CHECK IN REGULARLY WITH YOUR PERSONAL DASHBOARD

CRISIS RISK



WINDOW OF TOLERANCE



ENERGY RESERVES



RATING MY TARGETS

[illegible]

Spend a few moments checking in with yourself by asking:

- 1) What is the current risk that I'll experience a state of crisis ?
a) Low b) Moderate c) high d) very high e) extreme
- 2) Am I in the window of tolerance?
a) Yes b) I'm a little outside c) very outside
- 3) Where is my energy tank right now?
a) Full b) $\frac{3}{4}$ c) $\frac{1}{2}$ d) near empty
- 4) Have I been tracking my targets using the holes diary card ? how would I rate my targets right now?

BOX BREATHING (read slowly)

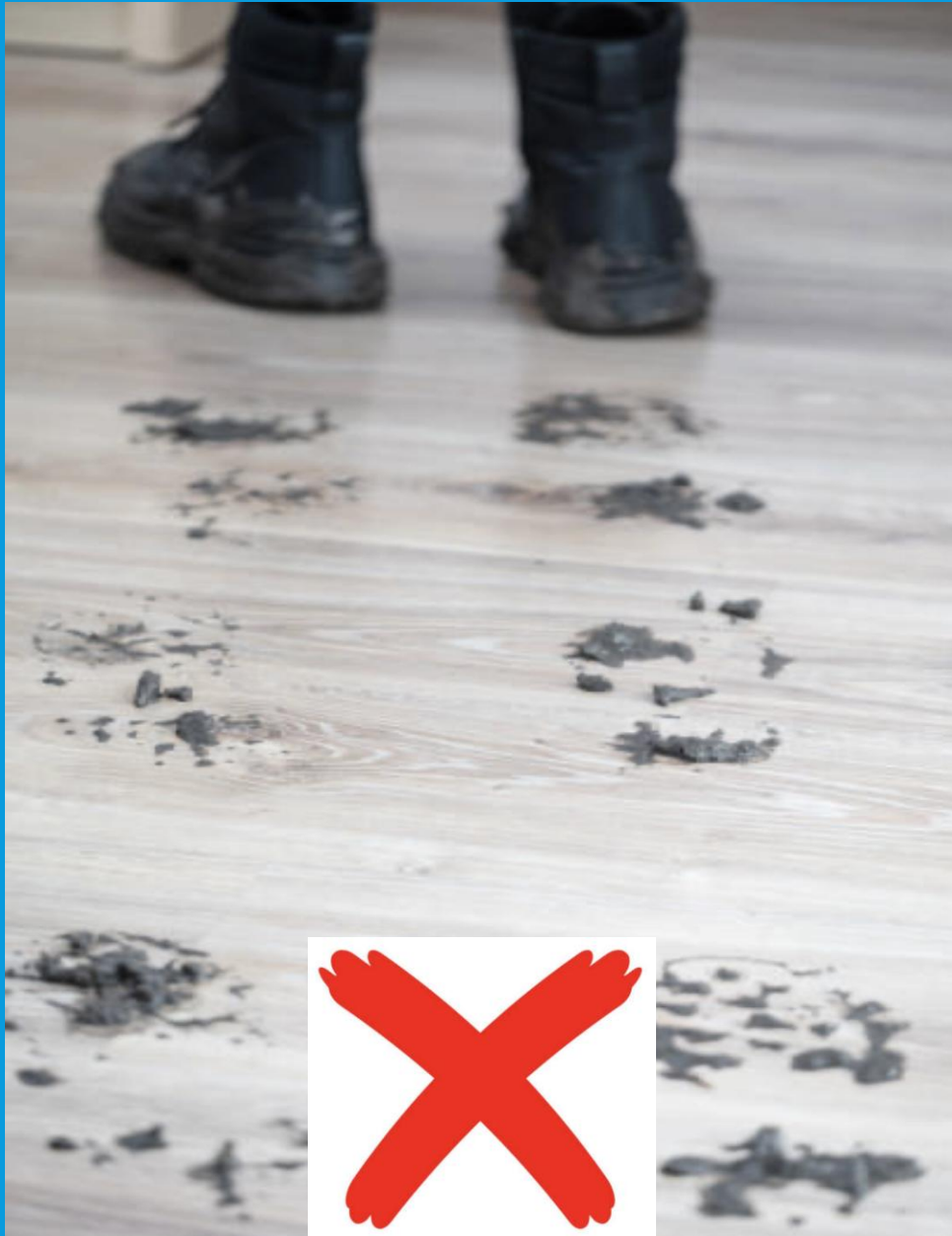
- Box breathing (also called square breathing) is a simple but powerful mindfulness technique used to calm the body and focus the mind. It's called "box" breathing because each part of the breath, inhale, hold, exhale, hold, takes the same length of time, forming the four equal sides of a box. This exercise helps regulate the nervous system, lower stress, and improve concentration.
- "Let's begin by finding a comfortable position, sitting upright but relaxed.
- Feel your feet grounded, your shoulders loose, your hands resting easily.
- If you feel comfortable, gently close your eyes or soften your gaze.
- Take a slow breath in through your nose... and exhale gently through your mouth.
- Let your body begin to settle."
- "We'll be breathing in a four-part rhythm, like the sides of a box: Inhale for four counts... Hold for four counts... Exhale for four counts... Hold again for four counts.
- I'll count us through a few rounds, then we'll continue quietly together."
- "Ready? Let's begin." Inhale... 2... 3... 4... Hold... 2... 3... 4... Exhale... 2... 3... 4... Hold... 2... 3... 4...

BOX BREATHING

- (Repeat slowly 5–6 more times, keeping your tone calm and rhythmic. You can remind them halfway through:) “If your mind wanders, just notice it kindly, and come back to the steady rhythm of your breath... Inhale... 2... 3... 4... Hold... 2... 3... 4... Exhale... 2... 3... 4... Hold... 2... 3... 4...”
- “Now release the counting and let your breathing return to its natural pace. Notice how your body feels, perhaps a little more grounded, steady, or spacious inside.
- Take one final slow, full breath in... and let it go. When you’re ready, gently open your eyes or lift your gaze.”

A stack of colorful sticky notes (pink, yellow, blue, orange, green) is piled on a brown corkboard. The topmost pink sticky note has the words "DON'T FORGET" written in bold, black, hand-drawn capital letters. A thick black horizontal line is drawn underneath the word "FORGET".

**DON'T
FORGET**



PRACTICE SESSIONS SCHEDULE

practice	preparation		
3. Week 10 December 3	November 26, 1:30	Chain analysis	Dinko T.
4. Week 14 January 14	January 7, 1:30	Rational mind remediation	Helga H.
5. Week 18 February 11	February 4, 1:30	goals diary card	
6. Week 25 April 15	April 8, 1:30	IFS workbook 1	Elaine S.
7. Week 26 April 22	April 15	IFS workbook 2	Dinko T.
8. Week 27 April 29	April 22	IFS workbook 3	
9. Week 28 May 6	April 29	IFS workbook 4	
10. Week 32 June 3	May 27 1:30 PM	Wise mind remediation	

HOMEWORK FROM LAST WEEK

Submit	Submit questions/comments or feedback to itssimple2023@gmail.com
Read	Simple manual session 10
Have	Have your targets in your diary card and use it daily
Continue	Continue reviewing and practicing your crisis plans.
Continue	Continue tracking all the skills you've learned using your DBT diary cards

HOMEWORK FOR THE COMING WEEK

Submit

- Submit questions or comments to itssimple2023@gmail.com

Read

- Read skills training workbook p. 69-90. All the physiological distress tolerance skills.

Read

- Simple manual session 11

Have

- have targets in your diary card and use it.

Continue

- Continue reviewing and practicing your crisis plans

Keep

- Tracking and practicing the skills you are learning in the window

ITS SIMPLE WEEK 6 POLL-IN PERSON ANSWERS

1. Concerning crisis plans (single choice)

- a) I have come up with the crisis plan and I'm using it to prepare for a possible future crisis 24%
- b) For me crisis plans are still a work in progress 67%
- c) I confess I haven't really worked on a crisis plan 10%

2. Concerning holes diary cards (single choice)

- a) I have a holes diary card and I have picked between one and three targets for change 67%
- b) For me holes diary cards are still a work in progress 19%
- c) I confess I haven't really worked on the holes diary card 19%

3. Concerning the distress tolerance skills that we are going through with Joan and Nicole (single choice)

- a) I've chosen a few distress tolerance skills that I think might help me in a crisis from among all the ones that we have reviewed 71%
- b) For me picking a few distress tolerance skills that might help me in a crisis is still a work in progress 24%
- c) I confess I haven't thought much about picking distress tolerance skills that might help me in a crisis 5%

ITS SIMPLE WEEK 6 POLL-IN PERSON ANSWERS

4. Which of the following best describes why you sometimes find it difficult to do the homework or exercises between sessions. Check all that apply (multiple choice)

- a) I forgot about the homework between sessions. 10%
- b) I run out of time or have too many other commitments. 29%
- c) I'm not clear on what exactly I'm supposed to do 24%
- d) The assignments feel too long or complicated 5%
- e) I start but don't finish because I lose focus or motivation 24%
- f) I feel anxious or self-critical when I tried to do it 19%
- g) I worry about doing it wrong 24%
- h) The homework brings up uncomfortable emotions, so I avoid it 24%
- i) I don't feel confident that it will help me 5%
- j) I'm just too tired or emotionally drained to do it 52%
- k) I feel disconnected from the group 5%
- l) I don't see the personal relevance of the homework 0%
- m) I want to do it but I procrastinate until it's too late 43%
- n) I'm not sure what the deeper purpose of the homework is 0%
- o) I'm questioning the overall framework of the course 0%
- p) The material feels too abstract or too intense for where I'm at right now 0%

- * I get outside the window of tolerance 5%
- * I keep losing the sheets 5%

ITS SIMPLE WEEK 6 POLL-IN PERSON ANSWERS

5. What would help you do the homework more regularly? (multiple choice)
- a) Clearer or more concrete instructions for each assignment 19%
 - b) Shorter or simpler exercises 19%
 - c) Pairing up with a homework buddy for accountability or support or having a homework group 38%
 - d) Briefly discussing the past week's homework at each of the sessions 43%
 - e) Knowing that others are also struggling 29%
 - f) Understanding the why or purpose behind each exercise 19%
 - g) Having an example or model to follow 24%
 - h) Being able to adapt the homework to fit my week or style 14%
 - i) A brief midweek email reminding me of the homework 29%
 - j) Please email us any other suggestions that you can think of that might make doing the homework easier 0%

6. Are you interested in attending a homework group on Mondays from 12:30-1pm, just before the boing group starting next week November 10th
- a) Yes 33%
 - b) No, thank you 57%
 - * unsure

SESSION 6 SUMMARY

MORE ADVANCED DISTRESS TOLERANCE SKILLS:

1. Live in the Present Moment – resist “time-travelling” to the past or future, using breath and body awareness
2. Self-encouraging Coping Thoughts – to remind yourself of how strong and capable you are, eg. “I’m strong enough to handle it”
3. Radical Acceptance – accepting the things you cannot change, eg. “It is what it is”
4. Self-affirming Statements – reminding us of our good qualities, eg. “I’m not perfect but I get better everyday”
5. Feelings-threat Balance – to determine if you should take action or REST
6. Create New Coping Strategies – healthy strategies like journaling, or cleaning
7. Create an Emergency Coping Plan – a plan that you can pull out, that outlines the strategies that are most effective for YOU



So, at this point we have quite the list of Distress Tolerance Skills (20 items). You don’t have to use ALL of them, but keep an open mind and try them all at least once.
You will find 3-4 skills that work best for you, and you’ll practice them, and you’ll master them, and they’ll be able to bring you back into the Window of Tolerance.

*see next page for Updated Personal Skills List *

UPDATED PERSONAL SKILLS LIST

DISTRESS TOLERANCE SKILLS

1. Grounding Skills – Set a Daily Intention
2. Grounding Skills – Sensory Soothing Toolkit
3. Grounding Skills – The 5, 4, 3, 2, 1 Method
4. Grounding Skills – The Emotional Freedom Technique
5. REST (or PEST for Pause)
6. Radical Acceptance Statements (please specify)
7. Distraction Plan
8. Self-Soothing Plan
9. Safe Place Visualization
10. Cue-Controlled Relaxation
11. Rediscovering Your Values (please specify)
12. Rehearse Values-Based Behaviour (Edit / Splice / Paste)
13. Connect With Your Higher Power
14. Live in the Present Moment
15. Use Self-Encouraging Coping Thoughts
16. Radical Acceptance
17. Use Self-Affirming Statements
18. Balance Feelings & Threat
19. Create New Coping Strategies
20. Create and Emergency Coping Plan

WEEKLY ANNOUNCEMENTS



- We would love to have more volunteers for the practices.
- We had our third boing group this past Monday. 10 people came. We worked on finding targets for the holes diary card.
- Next Monday we can talk about any of the material we've covered so far; the distress tolerance skills, crisis plans, holes diary cards, the techniques and strategies, suicidal thinking and self-harm.
- Anything else you can think of.
- Email us questions or subjects you'd like to talk about or let us know what they are when we do boing check-in.
- We also had our first homework to which 2 people came. We suggested a possible format for the homework group. (see next slide.)
- We also discussed using a "homework habits checklist" which can help anyone improve their homework habits. Keep it in your binder in the tabs for each of the 32 weeks, complete it each week. This might be especially helpful for neurodivergent people.

HOMework GROUP STRUCTURE

Purpose: Support each other in following through with course tools, skills and strategies without advice-giving.

Time Structure (15 minutes per person if groups of 2 or 10 minutes if groups of 3)

- 1 minute — Quick intro + one-breath check-in with personal dashboard: window of tolerance, crisis risk and energy levels.
- 14 minutes — Guided homework reflection.

Roles

Reflector: Shares honestly about homework progress and obstacles.

Sounding Board: Mostly listens. No advice — use curiosity, not fixing.

Witness (optional): If 3 people, this person gently keeps time and structure.

Reflection Questions (write your answers)

1. Clarity: Do I understand all items of the homework? What feels unclear?
2. Follow-through: Did I do the homework this week? If not, what didn't I do and what got in the way?
3. Process and Habits: Am I approaching the homework effectively? Which homework habit will I commit to this week?
4. Next Action: What is one small concrete step I will take before our next meeting?

HOMEWORK GROUP STRUCTURE

Closing (15 seconds)

- Reflector states their tiny next step (one sentence).
- Sounding board: Your job is to help the reflector hear themselves, not fix them.

HOMEWORK HABITS CHECKLIST

Circle or check what you will try this week.

1. Preparation habits

- I schedule a specific time for homework.
- I choose a consistent location with minimal distractions.
- I gather what I need ahead of time (notebook, worksheet, pen).

2. Focus & pacing habits

- I start with a tiny step (2–5 minutes).
- I use a timer (10–15 minutes).
- I remove distractions (phone away / Do Not Disturb).

HOMEWORK HABITS CHECKLIST

3. Tracking & organization habits

- I keep materials in one place (binder / folder / notebook).
- I write down insights right after doing the homework.

4. Self-compassion habits

- I aim for progress, not perfection.
- I notice resistance without judgment.

5. Accountability habits

- I review my week: What worked? What didn't?
- I share honestly with my buddy — even when I didn't do it.

Micro commitment:

This week I will focus on: ■ Time ■ Place ■ Tiny step ■ Timer ■ Other please specify:



E-MAILED, QUESTIONS, COMMENTS, FEEDBACK
HOUSEKEEPING

WHY DO SO MANY MINDFULNESS EXERCISES FOCUS ON THE BREATH?

- Mindfulness practices often center on the breath because the breath sits at a unique intersection between body and mind, and involuntary and voluntary control.
- The breath is always with us, wherever we are. Unlike physical sensations that come and go, or thoughts that drift, breathing is continuous and rhythmic. That makes it an ideal anchor for attention, gently bringing the wandering mind back to the here and now.
- Breathing is one of the few bodily functions that can be both automatic (run by the autonomic nervous system) and conscious (something we can control).
- When we attend to breathing, we are literally placing awareness at the threshold between unconscious processes and voluntary awareness, the same threshold mindfulness seeks to illuminate.

WHY DO SO MANY MINDFULNESS EXERCISES FOCUS ON THE BREATH?

- Slow, steady breathing directly influences the vagus nerve and activates the parasympathetic nervous system which slows heart rate, reduces stress hormones, and grounds us. This makes the breath a built-in regulator of emotional and physiological arousal, a safe and immediate way to bring us into the window of emotional tolerance or a calm and alert state.
- Breath awareness crosses all cultures and religious traditions. It requires no belief system, no special equipment, and no advanced training, anyone can begin by noticing a single inhale and exhale.
- The breath continually arises and passes away. Observing this rhythm mirrors the impermanence of all experiences, sensations, thoughts, emotions. It becomes a living metaphor for acceptance and letting go, central to mindfulness practice.

CAN YOU EXPLAIN WHY YOU'VE MENTIONED BRIEF OR ONE BREATH SHARING SO MANY TIMES ?

- When we share in a group, there's a natural rhythm to attention. In the beginning of someone's sharing, people are tuned in they're curious and open. But as the sharing continues, attention starts to drift, not because what's being said isn't valuable, but because our minds have limits.
- The longer one person speaks, the less everyone can take in. It's a kind of human attention curve: the first 30 to 45 seconds are when people are most receptive. The best way we reach others is by being brief and focused. In a short time, we can often say the heart of what matters most.
- A concise share invites others in; it keeps the energy moving and makes space for everyone's voice. The goal isn't to say everything, it's to say enough. When we share just enough, people really hear us, remember us, and feel connected to us. That's the sweet spot we're aiming for.

HOW TO ORGANIZE A "ONE-BREATH" OR BRIEF SHARING

- A one-breath share is meant to be simple and focused. Imagine you only have one sentence, what's the one thing you most want others to hear or feel?
- There are some ways that might help you organize a brief sharing:
 - 1. Choose one idea or feeling. Don't try to cover everything, just the essence. Example: Instead of "I've been anxious and sad and confused about work," say, "I've been feeling uneasy about returning to work."
 - 2. Name the heart of it. Ask yourself: What's the real point I want to share? Example: "The main thing I notice is how tired I am."
 - 3. Use a simple structure. "What I'm noticing is..." "Right now, I feel..." "What matters most to me today is..."
 - 4. Speak from the present moment. This keeps it authentic and short. Example: "In this moment, I feel grateful to be here."
 - 5. Pause when you've said it. Let silence do the rest, often your short truth lands more deeply than a long story.

WHAT IS AN INSTINCT AND WHAT IS AN IMPULSE AND HOW ARE THEY RELATED?

- An instinct is a built-in biological program. It's automatic, not learned, and exists to ensure survival (e.g., attachment seeking, fight-or-flight, sexuality). Instincts operate beneath conscious awareness and are shared across the species.
- An impulse is the moment-to-moment urge that arises from an instinct. It's the felt push to do something (e.g., the urge to run, shout, eat, or reach out.)
- Instinct is the source; impulse is the expression. Instinct = the biological drive. Impulse = the immediate urge that carries that drive into action. In other words: instinct → impulse → action.

WHAT WE WILL DO TODAY



- Poll what are your big 5 personality traits
- Introduction to personality
- Break
- We will have our usual time for questions, comments, reflection, and discussion
- Kate's summary

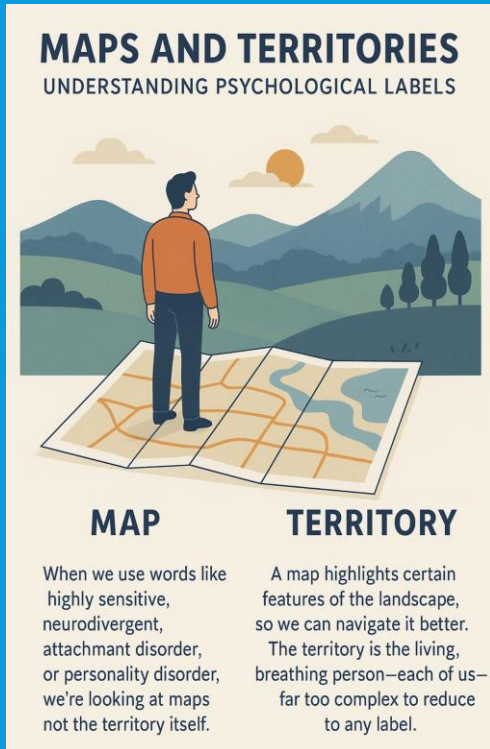
PERSONALITY



- Definitions
- Classifications: Hindu, Galen, Big five, others
- Disorders: The DSM
- The 4 major theories
- Psychodynamic theory
- Ego psychology a brief overview
- Theories of personality development: Erikson
- Dual process theory, systems one and two
- The hot-cold empathy gap
- The Stanford marshmallow
- Personality and morality

A WARNING

MAPS AND TERRITORIES



- Today we'll talk about concepts such as “highly sensitive individuals”, “neurodivergence”, “attachment disorders”, and “personality disorders”. Please remember that these concepts are “maps”, not the territory itself.
- A map highlights certain features of the landscape so we can navigate it better. A map of a city might show roads but not trees or smells or sounds. In the same way, psychological labels help us notice particular patterns, emotional sensitivity, attachment style, coping strategies, but they leave out many other aspects of who a person truly is.
- The territory is the living, breathing person, each of us, made up of countless experiences, genetic influences, relationships, and inner worlds. No single label, concept, or map can capture all that complexity.
- Concepts and labels are useful because they guide understanding, research, and treatment. But they can also be limiting if we forget that they are simplifications, partial views, not the full picture. Every human being is more than any diagnosis or label.
- Labels, and concepts are maps that can help us find our way, but they should never lead us to think that they define a person and replace our curiosity, compassion, and openness to the full territory of a person's life.

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What is personality?

ORIGINS OF THE WORD PERSONALITY



- The word Personality comes from “prosopon” which in Greek is the name of the masks worn by actors in ancient plays.
- These masks were designed to amplify the actors' voices so that they would be heard by the audience in the vast outdoor amphitheaters where the plays were held. These amphitheaters could sit up to 20,000 people.

prosopon



DEFINITIONS

- **Personality** -The characteristic set of behaviors, thoughts, and emotional patterns, that are present in an individual and evolve from biological and environmental factors. Repeatedly falling into holes is a part of personality, avoiding holes therefor implies changing aspects of one's personality.
- **Personality traits**- the specific characteristic patterns of thinking, feeling, and behaving, present in an individual.
- **Personality classifications** - the systematic arrangement of personality into groups or categories according to established criteria. Ex. OCEAN or the big five
- **Personality types**- psychological classifications of different types of individuals. Some classifications describe normal others “abnormal” or “disordered” personality.
- **Personality disorder**- a term used in psychology and psychiatry to describe psychological issues in which individuals may have rigid, unhealthy or maladaptive patterns of thinking, feeling, and behaving, that differ significantly from what is usually expected and that cause distress or problems functioning.

MORE DEFINITIONS



- **Personality theories** – models or maps that strive to describe and explain, using psychological theories, the complex “territory” of the patterns of human feelings , thoughts, and behaviors.
- **Theories of personality development** – explanations and descriptions of how personality develops over the lifespan
- **Personality dynamics**- Personality dynamics refers to the complex interplay of various psychological processes that shape an individual's personality and influence their behavior, thoughts, and emotions over time. It encompasses how different aspects of personality interact with each other and with external factors, leading to the unique ways in which a person experiences and responds to the world
- **Façade** – the public “personality” that helps to hide a person's complex underlying feelings, thoughts, and behavior urges



How is personality
classified?

PERSONALITY



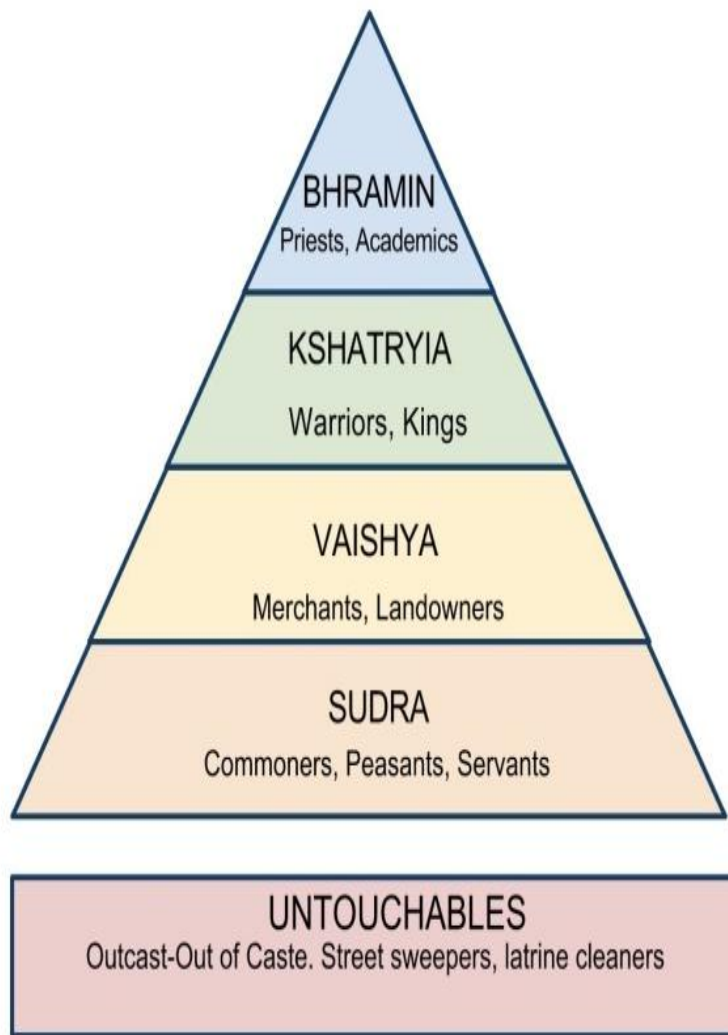
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- Personality Dynamics: Dual process theory, systems one and two
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- The Stanford marshmallow
- Personality and morality

PERSONALITY CLASSIFICATIONS OR TYPES



- **Personality classifications** are the ways we have tried to organize the whole gamut of human personalities into discreet types.
- People have been trying to make sense of personality for as long as we've been reflecting on human nature. The Hindus spoke of the three gunas, the Greeks talked about the four temperaments, and psychologists today use models like the Big Five. It's really the same quest trying to map the rich variety of human beings.
- Many different personality classifications have been proposed and used. Today we'll survey just a few of the many biological and psychological classifications.
- Some classifications group personality by “**categories**” into which a person either does or does not belong (ex. pregnant/not pregnant: Sanguine, choleric, BPD...)
- Other classifications describe personality by “**dimensions**”, which means that they consider personality to be a combination of different factors.(Ex. The ⁸big five)

HINDUISM'S PERSONALITY THEORIES AND CLASSIFICATIONS



- Hinduism is the most psychological of the great religions. Hinduism is also a complex social system. Its deep insights are timeless and have greatly influenced western philosophy, culture and psychology.
- Hinduism places great emphasis on understanding personality and how individuals fit in the world.
- Hinduism's personality theory classifies people and their personalities according to 1) duties, 2) stages, and 3) stations of life.
- 1) Overall humans have four duties with each person leaning preferentially to one or another: a) pleasure. b) worldly success. c) happiness or d) liberation or the path to God pursued through the four Yoga's: knowledge, love, work, or psychophysical exercises. Which one do you lean to?
- 2) Personality development progresses through four life stages: a) student. b) householder. c) forest dweller and d) renunciate. Which stage are you at?
- 3) According to Hinduism humans fall into four social classes or stations: a) the seers: priests and teachers. b) the leaders: nobles and warriors. c) the doers: merchants, entrepreneurs, and businesspeople and d) the followers: the workers. What station do you fall into?
- As Hinduism evolved, this classification, particularly the four stations, ossified into the oppressive Hindu castes.

HINDU CASTE SYSTEM

- The Hindu caste system is a traditional social hierarchy in India that has historically divided people into different groups based on their occupation and duty. This system is rooted in ancient Hindu texts and has evolved over thousands of years. The four main castes, or "varnas," are:
 1. **Brahmins:** Traditionally, the Brahmins are the priestly and scholarly class. They are responsible for religious rituals, teaching, and maintaining sacred knowledge. Historically, they have been considered the highest caste in the social hierarchy.
 2. **Kshatriyas:** The Kshatriyas are the warrior and ruler class. Their traditional roles include protecting and governing the land, as well as upholding justice and order. They have historically been associated with leadership and military prowess.
 3. **Vaishyas:** The Vaishyas are the merchant and agricultural class. They are traditionally involved in commerce, trade, agriculture, and the management of wealth. Their role is to ensure the economic prosperity of the society.
 4. **Shudras:** The Shudras are the laboring class, responsible for serving the other three varnas. They traditionally engage in various forms of manual labor and service occupations.
- In addition to these four main varnas, there are numerous sub-castes, or "jatis," which are more specific social groups within each varna. These jatis can be based on specific occupations, regions, or communities.
- Historically, there were also groups considered outside the varna system, often referred to as "Dalits" or "Untouchables." These groups have faced significant social discrimination and exclusion.
- The caste system has been legally abolished in India, and discrimination based on caste is prohibited by law. However, caste-related social dynamics and issues continue to affect Indian society in various ways. Efforts to address caste-based discrimination and promote social equality remain ongoing.

GALEN'S PERSONALITY THEORY



PHLEGMATIC TEMPERAMENT

Nature: Cold and moist

Flavor: Insipid/flavorless

Avoid: Cucumbers, lettuce, spinach, fish, pork, veal

Eat: Choleric Foods



CHOLERIC TEMPERAMENT

Nature: Hot and dry

Flavor: Bitter/salty

Avoid: Rice, mint, parsley, cloves, capers, rosemary, olives, rabbit, salt, pepper, goat and oxen, garlic, onions

Eat: Phlegmatic foods

MELANCHOLIC TEMPERAMENT

Nature: Cold and dry

Flavor: Sour/tart

Avoid: Vinegar, lemons

Eat: Sanguine foods



SANGUINE TEMPERAMENT

Nature: Hot and moist

Flavor: Sweet

Avoid: Basil, sugar, butter, peacocks, lamb

Eat: Melancholic foods



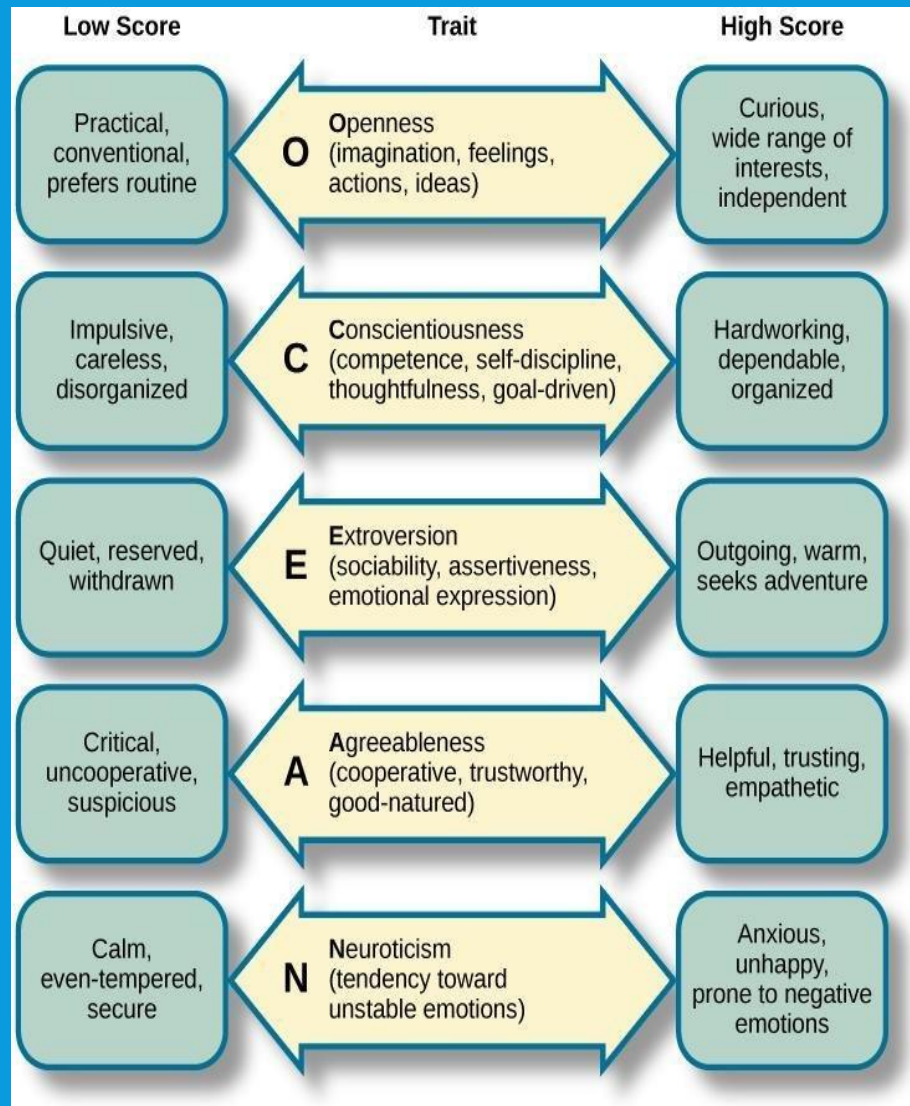
- Galen (129-216 CE) was an ancient Greek physician who developed a biological theory of personality.
- Galen used Hippocrates's (460-370 BC) system of medicine which held that the body was composed of humors or chemical types: blood, phlegm, yellow bile and black bile. Illnesses were the result of imbalances between these 4 humors.
- Galen applied the humoral theory to personality proposing one of the earliest Western personality classifications which divided people into the phlegmatic (too much phlegm), melancholic (too much black bile), choleric (too much yellow bile) and sanguine (too much blood).

THE FOUR HUMORS

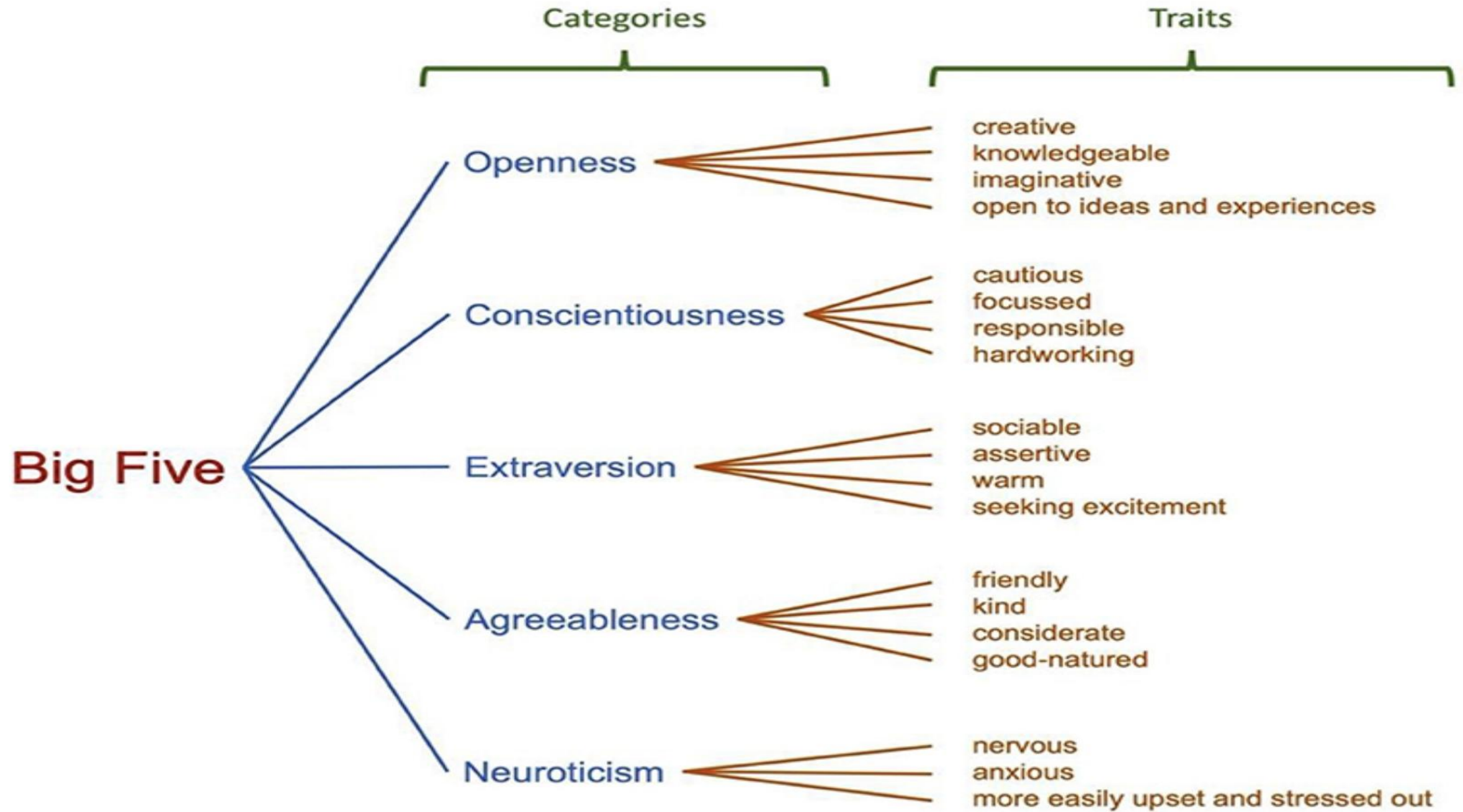
Choleric Yellow Bile Determined, quick to act, fiery, energetic, passionate	Sanguine Blood Warm hearted, outgoing, volatile, optimistic, cheerful.
Phlegmatic Phlegm Slow, patient, calm, quiet, shy, rational, consistent.	Melancholic Black Bile Serious, anxious, quiet, fearful, depressed, poetic, artistic, sad.

- Hippocrates, often regarded as the "Father of Medicine," is associated with the ancient Greek theory of the four humors. This theory was a foundational concept in understanding human health and personality for many centuries. According to this theory, the human body is composed of four humors, or bodily fluids, and an imbalance among them could affect a person's health and temperament. The four humors are:
- 1. **Blood, sanguine:** Associated with the element of air, blood was thought to be linked to a sanguine temperament. People with a predominance of blood were believed to be sociable, lively, and optimistic. They were considered to have a warm and moist constitution.
- 2. **Phlegm, phlegmatic:** Associated with the element of water, phlegm was linked to a phlegmatic temperament. Individuals with an excess of phlegm were thought to be calm, reliable, and thoughtful, but also potentially sluggish or apathetic. They were considered to have a cold and moist constitution.
- 3. **Yellow Bile, choleric:** Associated with the element of fire, yellow bile was connected to a choleric temperament. People with a predominance of yellow bile were believed to be ambitious, energetic, and passionate, but also prone to anger and irritability. They were considered to have a warm and dry constitution.
- 4. **Black Bile, melancholic:** Associated with the element of earth, black bile was linked to a melancholic temperament. Individuals with an excess of black bile were thought to be introspective, detail-oriented, and serious, but also susceptible to sadness and depression. They were considered to have a cold and dry constitution.
- The balance of these humors was thought to influence not only physical health but also personality and behavior. Treatments in ancient medicine often aimed to restore balance among the humors through diet, exercise, and other interventions.

THE BIG FIVE



- The Big Five personality traits, also known as the OCEAN model, is a widely accepted modern framework for understanding human personality. It identifies five broad dimensions of personality, which are believed to encompass most individual differences in personality traits. The acronym OCEAN stands for:
- **Openness to Experience:** This trait features characteristics such as imagination, curiosity, and a broad range of interests. People high in openness are often more willing to embrace new experiences and ideas.
- **Conscientiousness:** This dimension includes high levels of thoughtfulness, good impulse control, and goal-directed behaviors. Conscientious individuals are often organized, mindful of details, and reliable.
- **Extraversion:** Extraversion is characterized by excitability, sociability, talkativeness, assertiveness, and high amounts of emotional expressiveness. Extraverts tend to be outgoing and enjoy social interactions.
- **Agreeableness:** This trait involves attributes such as trust, altruism, kindness, and affection. Agreeable individuals are often cooperative and compassionate towards others.
- **Neuroticism:** Neuroticism is characterized by sadness, moodiness, and emotional instability. Individuals high in neuroticism may experience mood swings, anxiety, irritability, and sadness.



THE BIG SIX?

TRAITS OF A HIGHLY SENSITIVE PERSON



Dislikes violence



Sensitive to others' emotions



Feeling overstimulated



A vivid imagination



Easily startled



Need time alone



Deep appreciation of beauty



Perceptive



Strong emotional responses

Simply Psychology

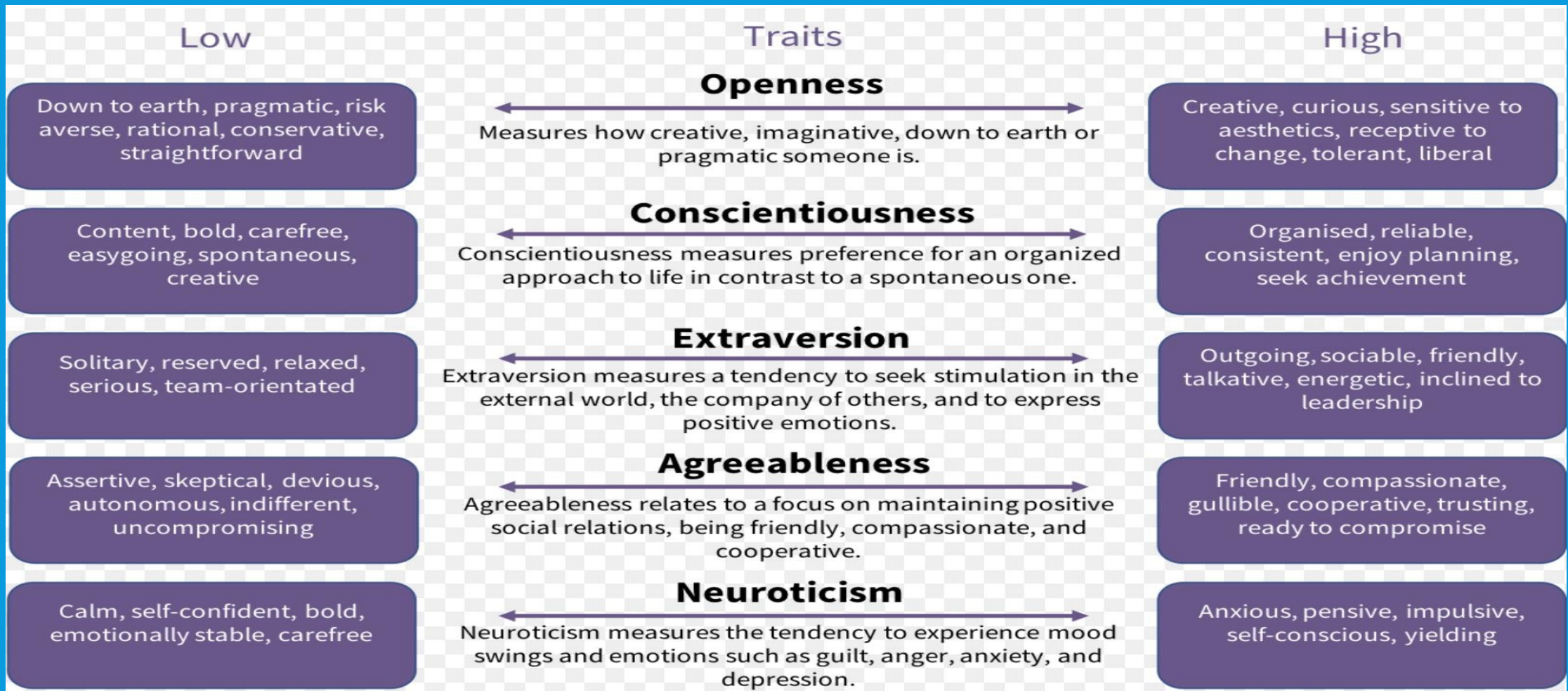
- Some researchers have proposed changing the big 5 into the big 6 by including the trait of **sensitivity**.
- Sensitivity refers to how strongly a person reacts to stimuli, both internal and external. People who are highly sensitive often have a heightened awareness of their surroundings and can be more affected by sensory input, emotions, and the moods of others.
- This trait can manifest in various ways, such as being easily overwhelmed by loud noises or bright lights, having deep empathy for others, or being particularly moved by art and music.
- Sensitive individuals may also be more introspective and reflective, often taking time to process their experiences and emotions.
- While sensitivity can sometimes lead to feeling overstimulated or stressed, it also allows individuals to experience the world with a rich depth of perception and understanding.
- It's important to note that sensitivity is a spectrum, and people can exhibit varying levels of this trait.

THE HIGHLY SENSITIVE PERSON

- The Highly Sensitive Person trait (HSP) was introduced by psychologist Elaine Aron, and is characterized by heightened sensory processing sensitivity. Approximately 15-20% of the population appears to be highly sensitive. Like any trait, being an HSP comes with its own set of advantages and challenges.
- **Pros of Being a Highly Sensitive Person:** HSPs tend to think deeply about things, which can lead to greater insights and creativity. They often consider multiple perspectives and implications before making decisions.
- **Empathy and Compassion:** Highly sensitive people are often very empathetic and attuned to the emotions of others, making them excellent friends, partners, and caregivers.
- **Appreciation for Beauty and Art:** HSPs often have a strong appreciation for art, music, and nature, experiencing them with great intensity and joy.
- **Attention to Detail:** They are often good at noticing subtleties that others might miss, which can be an asset in various fields, such as research, art, and counseling.
- **Intuition:** Many HSPs have strong intuition, often sensing things beyond the obvious and understanding complex emotional landscapes.
- **Cons of Being a Highly Sensitive Person:** **Overwhelm and Stress:** HSPs can become easily overwhelmed by sensory input, such as loud noises, bright lights, or crowded places, leading to stress and fatigue.
- **Emotional Reactivity:** They may experience emotions more intensely, which can lead to mood swings and difficulty managing stress.
- **Difficulty with Change:** HSPs may find it challenging to adapt to new situations or changes, as they often prefer routine and predictability.
- **Need for Alone Time:** They often require more downtime to recharge, which can sometimes be misunderstood by others as being antisocial or withdrawn.
- **Sensitivity to Criticism:** HSPs can be more affected by criticism or negative feedback and may take things more personally than others.

A QUICK GUIDE TO YOUR PERSONALITY

- Take a minute to go through the adjectives in the purple rectangles below, pick out the ones that apply to you. Where on the spectrum of each of these 5 OCEAN traits do you fall? Our poll today will ask you to rate yourself on these traits.



Week 7 POLL

1. How useful was this meeting? (Multiple choice)

Extremely useful (10/10) 100%



Somewhat useful (0/0) 0%



Not useful at all (0/0) 0%



2. How useful was this course?

Extremely useful (10/10) 100%



Somewhat useful (0) 0%



Not useful at all (0) 0%



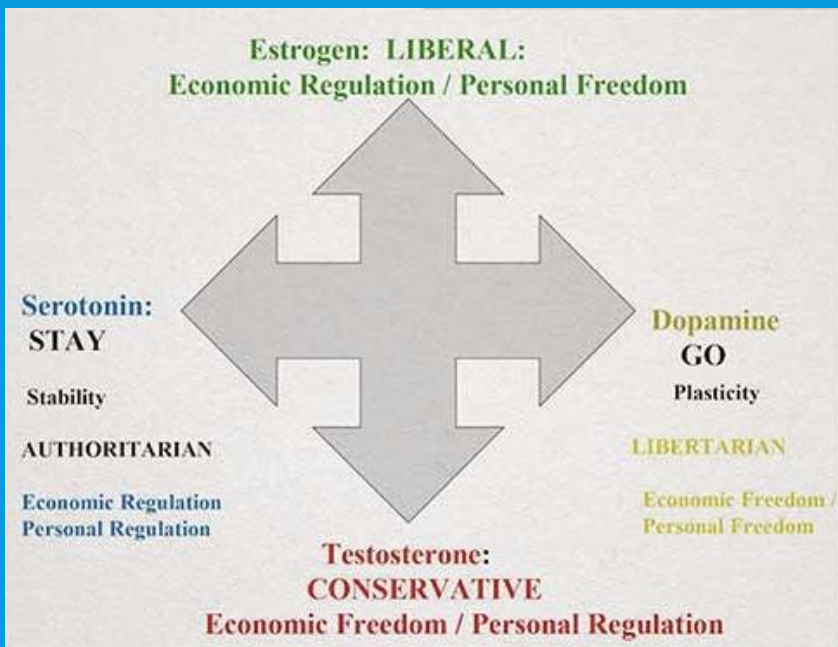
- Describe your personality on the big 5 or OCEAN traits.



OTHER PERSONALITY CLASSIFICATIONS

HELEN FISHER'S PERSONALITY TYPES

Personality Type	Expressive of the Chemical	Characteristics	Famous Figures
Director	Testosterone	Analytical, tough-minded, direct (often blunt), exacting, skeptical, and determined to win	Margaret Thatcher, Nicolas Sarkozy, George Patton
Negotiator	Estrogen	Sees the big picture, has people skills, verbal skills; imaginative, intuitive, compassionate	Mahatma Gandhi, Abraham Lincoln, Bill Clinton
Builder	Serotonin	Cautious, conventional, concrete, meticulous, respectful of rules and authority, religious	Dwight D. Eisenhower, Colin Powell, George W. Bush
Explorer	Dopamine	Curious, creative, spontaneous, energetic, mentally flexible, daring	Winston Churchill, John F. Kennedy, Teddy Roosevelt



- Helen Fisher, a well-known anthropologist and researcher in the field of human behavior and relationships has proposed a modern-day version of the Humoral theory based on 4 neurotransmitter rather than humors.
- According to Fisher human personality can be divided into four broad categories, each associated with specific neurotransmitters and hormones.
- The Explorer is linked to the dopamine system, Explorers are characterized by traits such as novelty-seeking, creativity, and spontaneity.
- The Builder is associated with the serotonin system, Builders are often cautious, conventional, and detail-oriented, valuing stability and order.
- The Director is tied to the testosterone system, Directors are typically analytical, logical, and direct, with a focus on systems and rules.
- The Negotiator is connected to the estrogen and oxytocin systems, Negotiators are empathetic, intuitive, and adept at reading social cues, often excelling in verbal communication.
- Fisher's theory also suggests that these personality types influence romantic compatibility and attraction, and she has applied her research to online dating and matchmaking services to better understand how people connect and form relationships.

CARL JUNG'S PERSONALITY THEORY

PERSONALITY TYPES KEY

E

Extroverts

are energized by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.

I

Introverts

often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.

S

Sensors

are realistic people who like to focus on the facts and details, and apply common sense and past experience to come up with practical solutions to problems.

N

Intuitives

prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.

T

Thinkers

tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency, and fairness.

J

Judgers

tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules.

F

Feelers

tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions.

P

Perceivers

prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plans.

SOURCE: "Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type" by Paul D. Tieger, Barbara Barron, Kelly Tieger

BUSINESS INSIDER

- Carl Jung's personality theory is a foundational framework in psychology that explores the different ways individuals perceive the world and make decisions. Jung's theory introduced several key concepts that have influenced many subsequent personality theories, including the Myers-Briggs Type Indicator.
- Jung proposed that people have innate preferences for how they perceive information and make decisions. He identified two primary attitudes (Extraversion and Introversion) and two pairs of opposing cognitive functions (Sensing vs. Intuition and Thinking vs. Feeling).
- Extraversion (E) vs. Introversion (I): Extraversion is characterized by a focus on the external world and interaction with others, while introversion is characterized by a focus on the internal world and introspection.
- Sensing (S) vs. Intuition (N): Sensing involves perceiving the world through concrete, tangible information, while intuition involves perceiving the world through abstract, conceptual information.
- Thinking (T) vs. Feeling (F): Thinking involves making decisions based on logic and objective criteria, while feeling involves making decisions based on personal values and subjective considerations.

Myers-Briggs

What's Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type.
For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer

E

Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer

I

Introversion

2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer

S

Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer

N

Intuition

3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer

T

Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer

F

Feeling

4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer

J

Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer

P

Perceiving

ISTJ

Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgment.

ISFJ

Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others.

INFJ

Idealistic, organized, insightful, dependable, compassionate, gentle. Seek harmony and cooperation, enjoy intellectual stimulation.

INTJ

Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements.

ISTP

Action-oriented, logical, analytical, spontaneous, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work.

ISFP

Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical.

INFP

Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities.

INTP

Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving.

ESTP

Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skillful negotiators.

ESFP

Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways.

ENFP

Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others.

ENTP

Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration.

ESTJ

Efficient, outgoing, analytical, optimistic, dependable, realistic. Like to run the show and get things done in an orderly fashion.

ESFJ

Friendly, outgoing, reliable, conscientious, organized, practical. Seek to be helpful and please others, enjoy being active and productive.

ENFJ

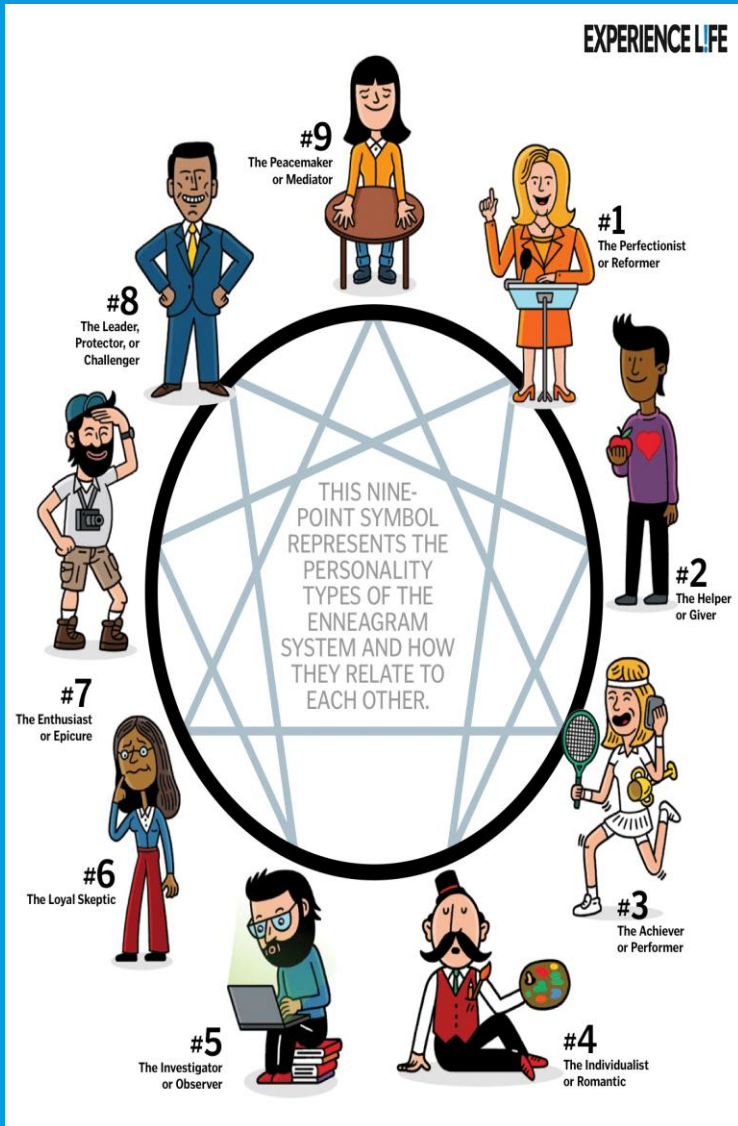
Caring, enthusiastic, idealistic, organized, diplomatic, responsible. Skilled communicators who value connection with people.

ENTJ

Strategic, logical, efficient, outgoing, ambitious, independent. Effective organizers of people and long-range planners.

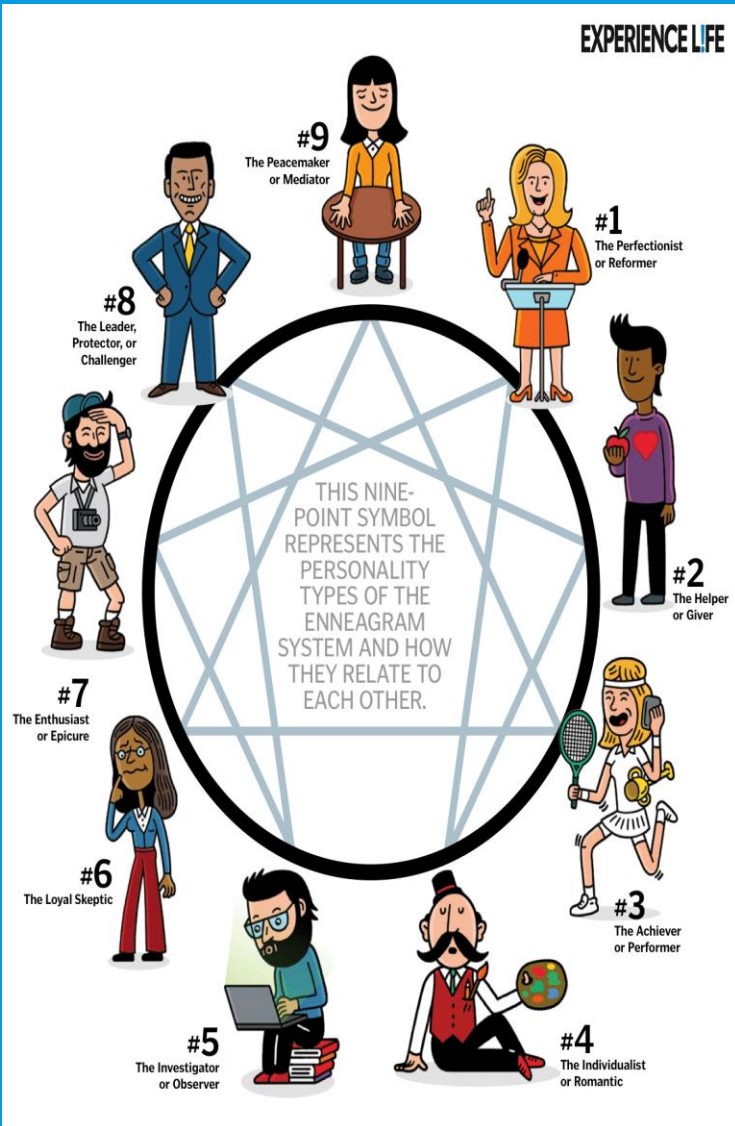
- The Myers-Briggs Type Indicator (MBTI) is a personality framework that categorizes individuals into 16 distinct personality types based on their preferences in four dichotomies. It was developed by Katharine Cook Briggs and her daughter Isabel Briggs Myers, inspired by Carl Jung's theory of psychological types.
- Extraversion (E) vs. Introversion (I): This dimension describes where people get their energy from. Extraverts are energized by interacting with others and the external world, while introverts gain energy from solitude and their inner thoughts.
- Sensing (S) vs. Intuition (N): This dichotomy focuses on how people perceive information. Those with a sensing preference pay attention to concrete details and the present moment, while intuitive types are more focused on patterns, possibilities, and the future.
- Thinking (T) vs. Feeling (F) This dimension describes how individuals make decisions. Thinkers prioritize logic and objective criteria, while feelers consider personal values and the impact on others.
- Judging (J) vs. Perceiving (P): This dichotomy relates to how people approach structure in their lives. Judging types prefer order, planning, and decisiveness, while perceiving types are more flexible, open to new information, and spontaneous.
- By combining these preferences, the MBTI identifies 16 personality types, each represented by a four-letter code (e.g., ENFP, ISTJ). Each type has its own unique characteristics and ways of interacting with the world.

THE ENNEAGRAM



- The Enneagram is a personality typology that describes nine distinct personality types, each with its own patterns of thinking, feeling, and behaving. It is often used as a tool for personal growth, self-awareness, and understanding interpersonal dynamics. The Enneagram is represented by a nine-pointed diagram, with each point corresponding to one of the personality types.
- Type 1: The Reformer (or Perfectionist): Principled, purposeful, and self-controlled. They strive for integrity and perfection, often holding themselves and others to high standards.
- Type 2: The Helper: Caring, generous, and people-pleasing. They are empathetic and often put others' needs before their own, seeking love and appreciation in return.
- Type 3: The Achiever: Success-oriented, adaptable, and image-conscious. They are driven, ambitious, and focused on achieving goals and recognition.
- Type 4: The Individualist (or Romantic): Sensitive, introspective, and expressive. They seek authenticity and often feel unique or different from others.
- Type 5: The Investigator: Perceptive, innovative, and secretive. They are curious and seek knowledge and understanding, often valuing privacy and independence.

THE ENNEAGRAM



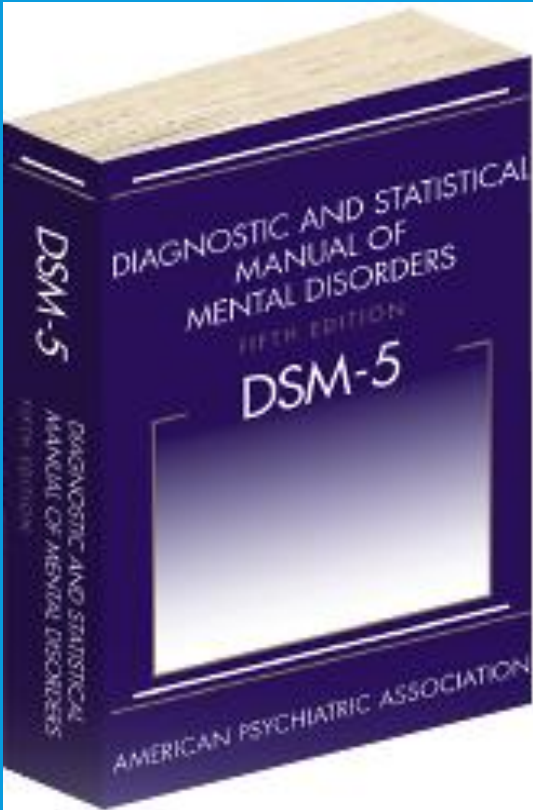
- Type 6: The Loyalist: Committed, responsible, and security-oriented. They value loyalty and seek safety and support, often dealing with anxiety and doubt.
- Type 7: The Enthusiast: Spontaneous, versatile, and scattered. They are adventurous and seek new experiences, often avoiding pain and discomfort.
- Type 8: The Challenger: Self-confident, decisive, and assertive. They are protective and seek control and power, often confronting injustice.
- Type 9: The Peacemaker: Easygoing, accommodating, and complacent. They seek harmony and avoid conflict, often merging with others' desires to maintain peace.
- Each Enneagram type has a core motivation, fear, and desire that drives their behavior. Additionally, the Enneagram includes concepts such as "wings" (adjacent types that influence a person's primary type), "stress" and "growth" points (directions of integration and disintegration), and "levels of development" (degrees of health within each type).
- The Enneagram is valued for its depth and dynamic nature, offering insights into how people can grow and develop by understanding their underlying motivations and patterns.

PERSONALITY



- Today we will discuss:
- Definitions
- Classifications: Hindu, Galen, Big five, others
- Disorders: The DSM
- The 4 major theories
- Psychodynamic theory
- Ego psychology a brief overview
- Theories of personality development: Erikson
- Dual process theory, systems one and two
- The hot-cold empathy gap
- The Stanford marshmallow
- Personality and morality

THE DSM



- The DSM, or Diagnostic and Statistical Manual of Mental Disorders, is a comprehensive classification system used by mental health professionals to diagnose and classify mental disorders. Published by the American Psychiatric Association (APA), it provides standardized criteria and language for diagnosing mental health conditions.
- The DSM offers a common framework and language for diagnosing mental disorders, which promotes consistency and reliability across different practitioners and settings.
- For each listed disorder, the DSM provides specific criteria that must be met for a diagnosis, including symptoms, duration, and exclusionary factors.
- Disorders are grouped into categories based on similar characteristics or underlying features, such as mood disorders, anxiety disorders, and psychotic disorders.
- The DSM is periodically revised to reflect new research and understanding of mental health. The most recent edition, DSM-5, was published in 2013.
- Mental health professionals use the DSM to diagnose patients and guide treatment planning.
- Researchers use the DSM criteria to define study populations and ensure consistency in research on mental health.
- The DSM is often used to determine coverage for mental health services by insurance companies.
- While the DSM is widely used, it has faced criticism for various reasons: Some argue that the DSM reflects Western cultural norms and may not be applicable to all cultural contexts.
- Critics suggest that the DSM sometimes pathologizes normal variations in behavior or mood.
- The DSM primarily relies on symptom-based criteria rather than biological markers, which can lead to subjective interpretations.

PERSONALITY DISORDERS

Personality Disorders Chart

Personality Disorder	Core Beliefs	View of Self	View of Others	Missing Interpersonal Quality	Main Strategy
Paranoid	People are against me	Right, noble, innocent	Interfering, malicious	Trust and acceptance	Be suspicious, wary, accuse others
Schizoid	I need plenty of space	Self-sufficient, loner	Intrusive, not needed	Intimacy, positive affect	Stay away
Schizotypal	The world is a strange place	I am different to everyone	Confusing, different	Communication, Sociability	Superstitious Disorganisation
Antisocial	People don't deserve anything from me	Loner, strong, autonomous	Vulnerable, exploitative	Empathy, Sociability	Attack, deceive, manipulate, rob
Histrionic	I must impress	Glamorous, impressive	Seductive, receptive, admiring	Self-awareness	Use dramatics, charm, temper tantrums
Narcissistic	I am special	Special, unique, superior	Inferior, admirers	Empathy, regret	Use others, abuse rules, manipulate, compete
Borderline	I'm defective, helpless, vulnerable, bad	Bad, vulnerable, uncertain	Dangerous, hurtful	Stability of self-image	Attach and attack
Avoidant	I may get hurt	Inadequate, worthless	Critical, demeaning	Self Confidence	Avoid
Dependent	I am helpless	Weak, needy, helpless	Strong, competent	Ability to be independent	Attach, be submissive
Obsessive – compulsive	I must not make a mistake	Responsible, competent	Irresponsible incompetent	Spontaneity; enjoyment	Control, apply rules.

- The section on personality disorders in the DSM outlines enduring patterns of behavior, cognition, and inner experience that deviate markedly from the expectations of an individual's culture. These patterns are pervasive, inflexible, stable over time, and lead to distress or impairment.
- Each personality disorder has specific diagnostic criteria, and diagnosis typically requires a comprehensive clinical assessment. It's important to note that personality disorders can vary in severity and may present differently in different individuals.
- The DSM-5, the latest edition, categorizes personality disorders into three clusters:

PERSONALITY DISORDERS

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Dependant	I am helpless	Weak, needy, helpless	Strong, competent	Ability to be independent	Attach, be submissive
Obsessive – compulsive	I must not make a mistake	Responsible, competent	Irresponsible incompetent	Spontaneity; enjoyment	Control, apply rules.

Cluster A (Odd or Eccentric Disorders)

- Paranoid Personality Disorder:** Characterized by pervasive distrust and suspicion of others, interpreting motives as malevolent.
- Schizoid Personality Disorder:** Marked by detachment from social relationships and a restricted range of emotional expression.
- Schizotypal Personality Disorder:** Involves acute discomfort in close relationships, cognitive or perceptual distortions, and eccentric behavior.

PERSONALITY DISORDERS

Personality Disorders Chart

Personality Disorder	Core Beliefs	View of Self	View of Others	Missing Interpersonal Quality	Main Strategy
Paranoid	People are against me	Right, noble, innocent	Interfering, malicious	Trust and acceptance	Be suspicious, wary, accuse others
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Borderline	I'm defective, helpless, vulnerable, bad	Bad, vulnerable, uncertain	Dangerous, hurtful	Stability of self-image	Attach and attack
Avoidant	I may get hurt	Inadequate, worthless	Critical, demeaning	Self Confidence	Avoid
Dependant	I am helpless	Weak, needy, helpless	Strong, competent	Ability to be independent	Attach, be submissive
Obsessive – compulsive	I must not make a mistake	Responsible, competent	Irresponsible incompetent	Spontaneity; enjoyment	Control, apply rules.

Cluster B (Dramatic, Emotional, or Erratic Disorders):

1. **Antisocial Personality Disorder**: Features a disregard for and violation of the rights of others, lack of empathy, deceitfulness, and impulsivity.

2. **Borderline Personality Disorder**: Characterized by instability in interpersonal relationships, self-image, and affects, along with marked impulsivity.

3. **Histrionic Personality Disorder**: Involves excessive emotionality and attention-seeking behavior.

4. **Narcissistic Personality Disorder**: Marked by grandiosity, a need for admiration, and a lack of empathy.

PERSONALITY DISORDERS

Personality Disorders Chart

Personality Disorder	Core Beliefs	View of Self	View of Others	Missing Interpersonal Quality	Main Strategy
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Schizotypal	The world is a strange place	I am different to everyone	Confusing, different	Communication, Sociability	Superstitious Disorganisation
Antisocial	People don't deserve anything from me	Loner, strong, autonomous	Vulnerable, exploitative	Empathy, Sociability	Attack, deceive, manipulate, rob
Histrionic	I must impress	Glamorous, impressive	Seducible, receptive, admiring	Self-awareness	Use dramatics, charm, temper tantrums
Narcissistic	I am special	Special, unique, superior	Inferior, admirers	Empathy, regret	Use others, abuse rules, manipulate, compete
Borderline	I'm defective, helpless, vulnerable, bad	Bad, vulnerable, uncertain	Dangerous, hurtful	Stability of self-image	Attach and attack
Avoidant	I may get hurt	Inadequate, worthless	Critical, demeaning	Self Confidence	Avoid
Dependant	I am helpless	Weak, needy, helpless	Strong, competent	Ability to be independent	Attach, be submissive
Obsessive – compulsive	I must not make a mistake	Responsible, competent	Irresponsible incompetent	Spontaneity; enjoyment	Control, apply rules.

Cluster C (Anxious or Fearful Disorders):

1. **Avoidant Personality Disorder**: Characterized by social inhibition, feelings of inadequacy, and hypersensitivity to negative evaluation.

2. **Dependent Personality Disorder**: Involves a pervasive and excessive need to be taken care of, leading to submissive and clinging behavior.

3. **Obsessive-Compulsive Personality Disorder**: Marked by a preoccupation with orderliness, perfectionism, and control, at the expense of flexibility and efficiency.

•

BORDERLINE PERSONALITY DISORDER

Borderline Personality Disorder

Symptoms can range from manageable to very severe and can include any combination of the following:



Fear of abandonment



Unstable relationships



Changing self-image



Rapid mood changes



Impulsive behavior



Self-harm or suicidal thoughts



Feeling empty



Intense anger



Disconnected thoughts

- By far the most commonly diagnosed personality disorder is Borderline Personality Disorder (BPD). Several reasons have been suggested for this:
- BPD is characterized by symptoms that can be quite pronounced and disruptive. These symptoms often lead individuals to seek help, resulting in a higher rate of diagnosis.
- The symptoms of BPD can significantly impact a person's daily functioning and quality of life, leading to frequent interactions with mental health services. This can increase the likelihood of diagnosis as individuals seek treatment for their difficulties.
- Over the years, there has been increased awareness and understanding of BPD among mental health professionals. This has led to more accurate identification and diagnosis of the disorder.
- BPD often co-occurs with other mental health disorders, such as depression, anxiety, and substance use disorders. This comorbidity can lead to more frequent interactions with healthcare providers, increasing the chances of a BPD diagnosis.
- The criteria for diagnosing BPD are well-defined in diagnostic manuals like the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition), which aids clinicians in identifying the disorder.

CRITICISMS OF DSM PERSONALITY DISORDERS

- The DSM's classification of personality disorders has faced several criticisms over the years:
- **1. Categorical vs. Dimensional Approach:** The DSM uses a categorical approach, meaning it classifies personality disorders as distinct entities. Critics argue that personality traits exist on a continuum, and a dimensional approach would better capture the nuances and variations in personality pathology.
- **2. Overlap and Comorbidity:** There is significant overlap among the diagnostic criteria for different personality disorders, leading to high rates of comorbidity. This can make it difficult to distinguish between disorders and may result in multiple diagnoses for the same individual.
- **3. Cultural Biases:** The DSM's criteria are based largely on Western cultural norms, which may not be applicable or relevant to individuals from diverse cultural backgrounds. This can lead to misdiagnosis or misunderstanding of culturally specific behaviors.
- **4. Stigmatization:** The labeling of individuals with personality disorders can contribute to stigma and may affect how they are perceived by others, including healthcare providers. This can impact the quality of care and the individual's willingness to seek treatment.
- **5. Lack of Empirical Support:** Some critics argue that certain personality disorders lack robust empirical support and that the criteria can be somewhat arbitrary. This raises concerns about the validity and reliability of the diagnoses.
- **6. Gender Bias:** Certain personality disorders, such as borderline personality disorder, are diagnosed more frequently in women, leading to concerns about gender bias in the criteria and diagnostic process.
- **7. Stability Over Time:** The DSM suggests that personality disorders are stable over time, but research indicates that symptoms can change and even remit, challenging the notion of their permanence.
- **8. Focus on Pathology:** The DSM focuses on pathological aspects of personality, potentially neglecting the strengths and adaptive traits that individuals with personality disorders may possess.
- These criticisms have led to ongoing debates and discussions in the mental health field, and they have influenced revisions and updates to the DSM over time.

CRITICISMS OF DSM PERSONALITY DISORDERS



“The DSM is a crock of shit”

Bessel van de Kolk



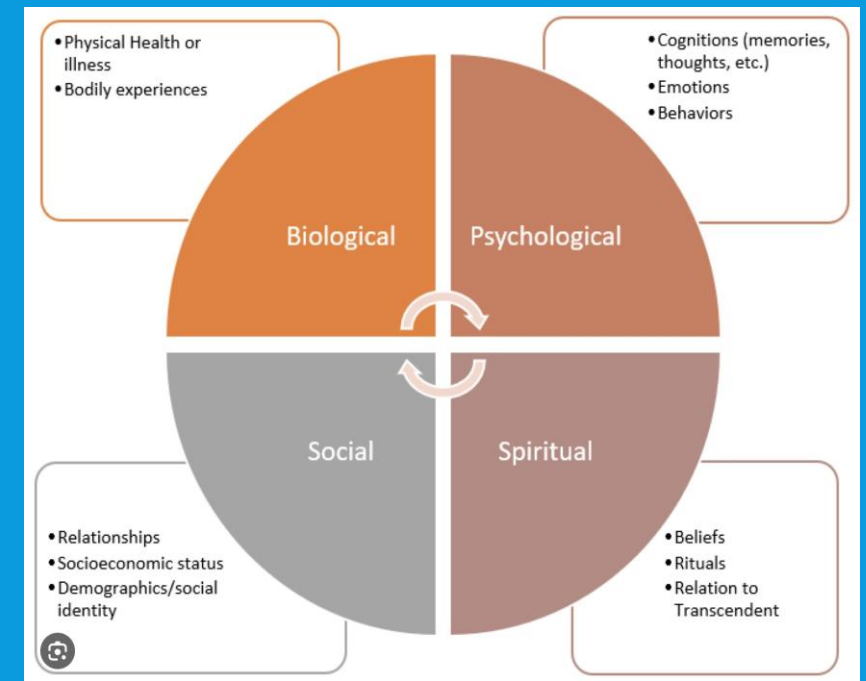
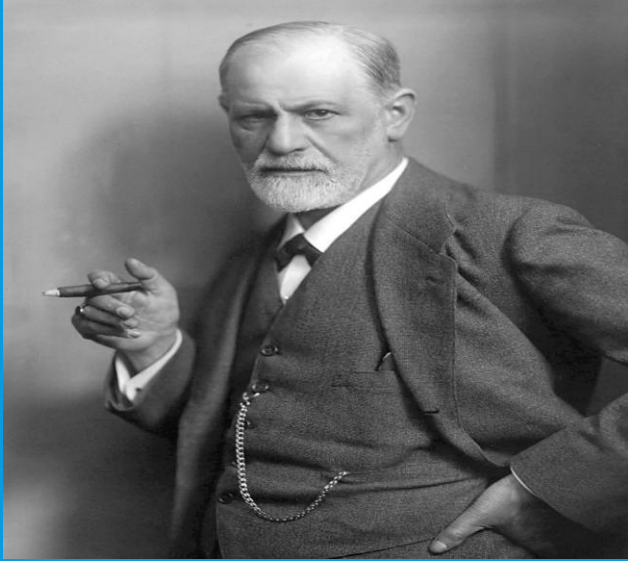
So much for classification, are there theories that try to explain personality?

PERSONALITY



- Today we will discuss:
- Definitions
- Classifications: Hindu, Galen, Big five, others
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- The 4 major personality theories
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- Personality and morality

UNDERSTANDING THE MIND



- Over the past two centuries our dominant way of understanding the mind has swung shifting through different perspectives.
- In the late 19th and early 20th centuries, psychodynamic theory emphasized the power of unconscious drives and inner conflicts.
- By the mid-20th century, behaviorism shifted attention to observable actions and conditioning, while later decades highlighted biology, the brain, and genetics as central to mental life.
- In this course we recognize that each of these perspectives has something valuable to offer. Rather than choosing one over another, we think that the human experience is best understood through a both/and rather than an either/or lens. This is the essence of the biopsychosociospiritual model, which weaves together biological, psychological, social, and spiritual dimensions into a more complete picture of mind and health.
- All these different perspectives are different ways of trying to understand how the world interacts with us and how through that interaction, shapes our unique personality.

4 MAJOR PERSONALITY THEORIES

Types of Personality Theories

Psychodynamic (Psychoanalytic) Theories:

Focus on the inner workings of personality, especially internal conflicts and struggles

Trait Theories: Attempt to learn what traits make up personality and how they relate to actual behavior

Behavioral and Social-Cognitive Theories:

Attribute differences in personality to behavior learned through interaction with external physical and social environment

Humanistic Theories: Focus on private, subjective experience and personal growth

- Today there are four major personality theories
- 1) Psychodynamic theory- People are viewed as struggling between their animal instincts and the pressures of socialization. The emphasis in psychodynamic theory is on childhood experiences and the unconscious mind. Its major theorists are Freud, Erikson, and Jung.
- 2) Personality trait theory – people are viewed as exhibiting consistent psychological traits such as introversion, neuroticism, agreeableness etc. The emphasis in trait theory is on identifying, describing and measuring personality traits. Some of the major contributors to this theory were Gordon Allport and Hans Eysenck

4 MAJOR PERSONALITY THEORIES

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Humanistic Theories: Focus on private, subjective experience and personal growth

- 3) Humanistic personality theory – people are viewed as seeking personal growth and striving towards becoming their full selves. The emphasis in Humanistic theory is on psychological growth, free will, and personal awareness. Major contributors to this theory were Maslow and Rogers
- 4) Social – cognitive personality theory – people are viewed as behaving according to how they cope with social pressures and solve social challenges. The emphasis in social-cognitive theory is on observational learning, self-efficacy, and situational influences. Major contributors to this theory were Bandura, Kelly and Walter.
- Each of these theories contributes something important to our understanding of personality. Each is a valuable map of the territory, in this course, we will however focus on psychodynamic theory

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PSYCHODYNAMIC PERSONALITY THEORY



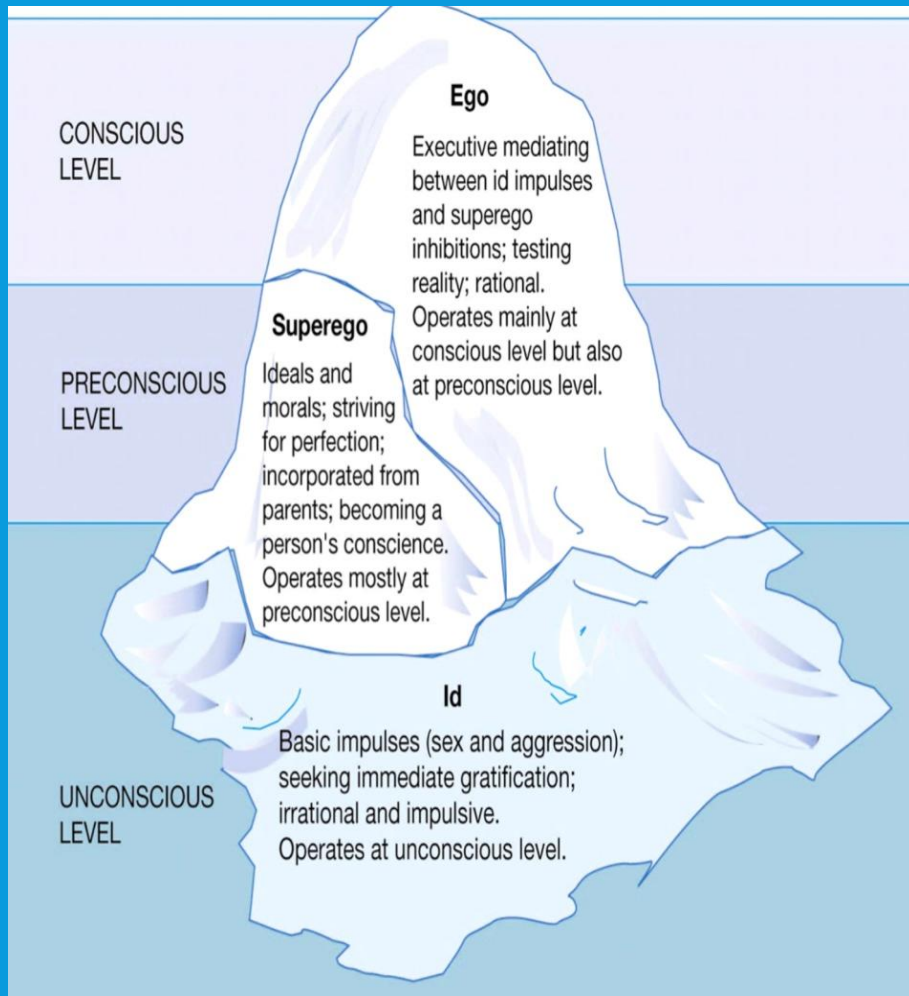
- “Dynamics” generally refers to the forces or processes that stimulate growth, change, or development within a system.
- “Psychodynamics” is the study of the interrelation between the conscious and unconscious processes that influence human personality. It is a concept rooted in psychoanalytic theory, originally developed by Sigmund Freud, which explores how internal drives, desires, and conflicts shape an individual's personality and actions.
- Psychodynamics involves examining past experiences, internal conflicts, and the influence of early relationships to understand and address psychological issues.
- Freud proposed theories about
 - 1. the structure of personality (iceberg metaphor, conscious, unconscious, id, superego, ego,) and
 - 2. personality development (oral, anal, phallic, latency, genital stages)

PSYCHODYNAMIC PERSONALITY THEORY



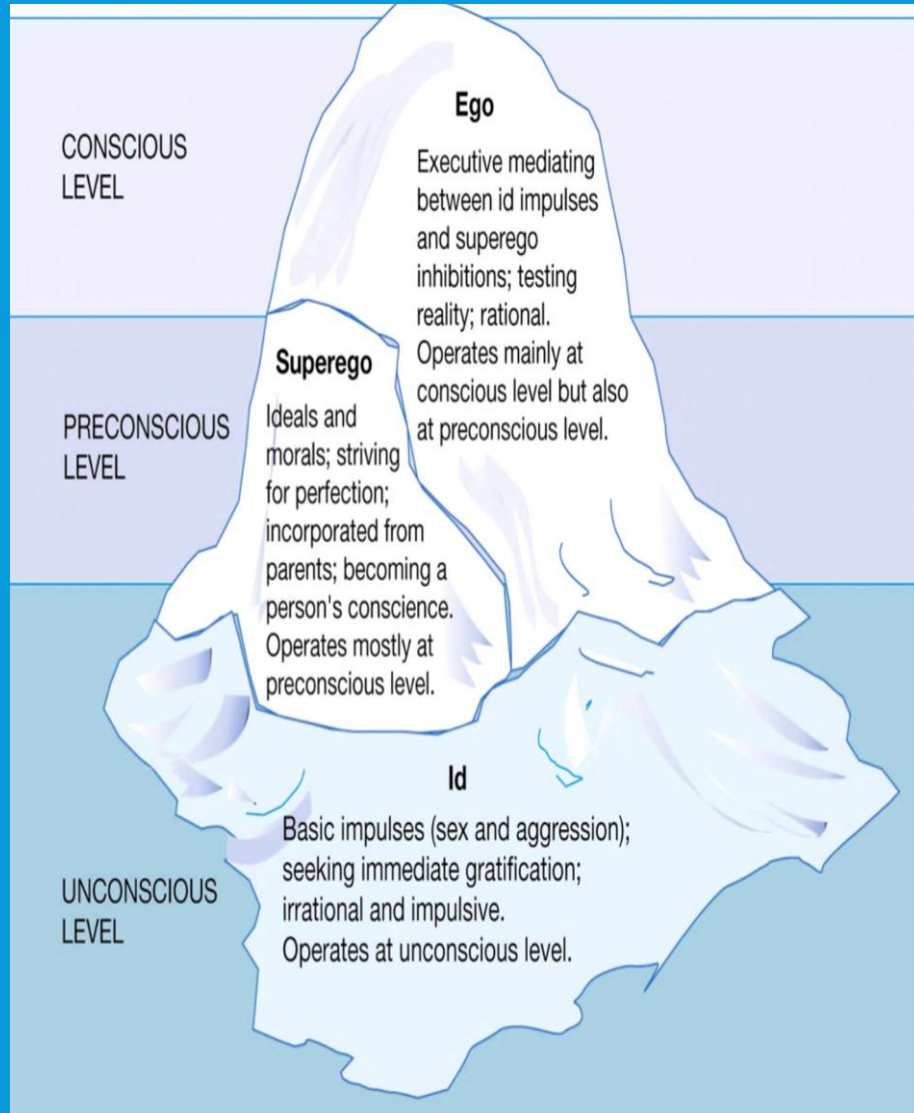
- After Freud, psychodynamic personality theory evolved in 2 main directions:
- A) **Ego psychology** : rooted in the concepts of the id, superego, ego. Focuses on the normal and pathological development of personality and how id or instinctual impulses are managed. We'll skip over this today but there are slides on it if you'd you would like a brief overview.
- B) **Object relations** : considers that the process of developing personality occurs in relation to other people. Attachment theory is the most researched and validated offshoot of object relations, and it is one of the theories we will return to in some detail.

THE STRUCTURE OF PERSONALITY



- The instinctual **id** is the most primitive part of the psyche is present from birth and encompasses all basic instincts and drives, such as hunger, thirst, and sexual desire. The id seeks immediate gratification and is impulsive, demanding instant satisfaction without considering consequences or social norms. It is associated with our unconscious desires and urges. The id corresponds to emotional mind.
- The rational **superego** represents internalized societal norms, values, and moral standards. It develops during childhood as a result of parental guidance and socialization. The superego acts as a moral compass. It can induce feelings of guilt or shame when one acts contrary to its standards, and it often conflicts with the id's desires.
- The self observing/wise mind like **ego** develops as a person matures and learns to live in the world. It seeks to satisfy the id's desires in realistic and socially appropriate ways. The ego mediates between the id's demands and the constraints of reality, helping to make decisions and solve problems. It is responsible for rational thinking, planning, and self-control.

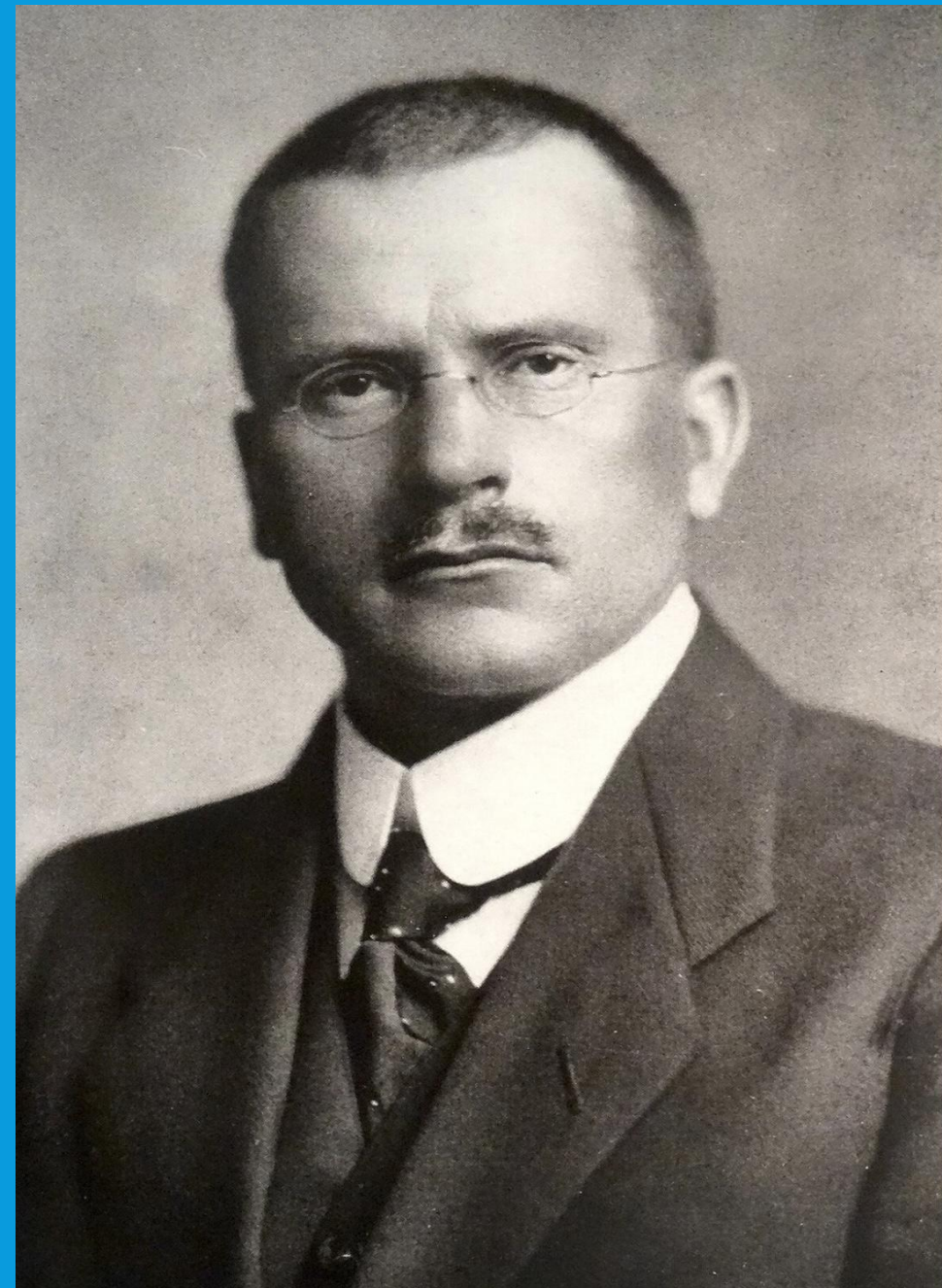
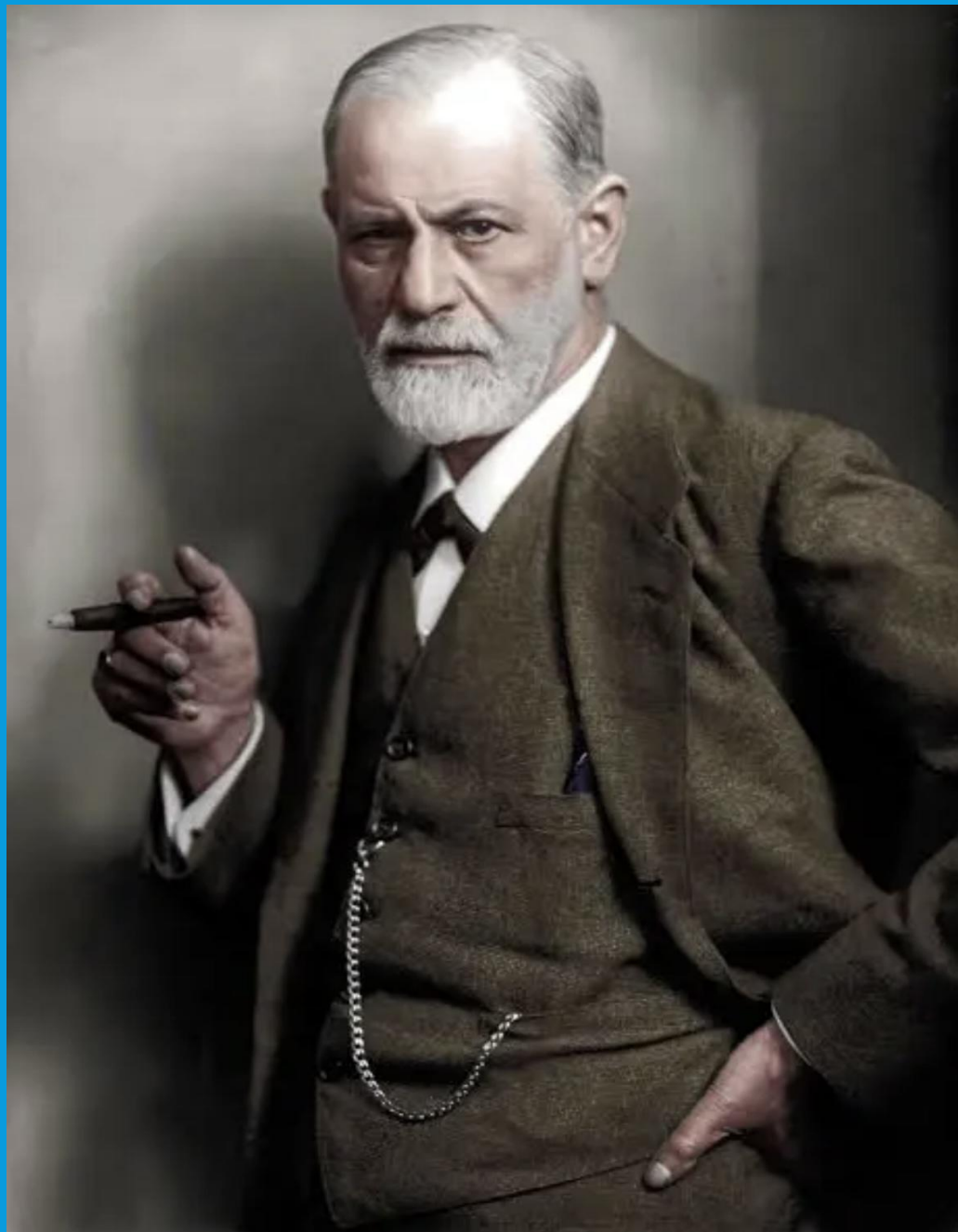
THE STRUCTURE OF PERSONALITY



- The interaction between the id, superego, and ego or emotional, rational and wise minds creates a dynamic system that influences behavior. For example, when the id desires something immediately (like food), the ego must find a way to satisfy that desire within the constraints of reality and the moral guidelines set by the superego.
- Conflicts among these three components can lead to anxiety, depression and other forms of psychological distress.
- Freud's structural theory provides a framework for understanding the complexities of human behavior and personality. It emphasizes the internal conflicts that can arise from competing desires and moral standards, laying the groundwork for many concepts in psychology and psychotherapy.

- Freud (1856- 1939) and Jung (1875-1961) both developed psychodynamic and depth psychologies. They first met in March 1907. Their first conversation lasted 13 hours, they were both electrified by the intellectual connection.
- In the early years they were close, Freud even called Jung his “crown prince” and future leader of psychoanalysis but by 1913 their relationship ended because Jung rejected Freud’s belief that sexuality is the primary driver of the psyche.
- Freud saw the mind as a battleground of instincts vs. morality, while Jung saw it as a journey toward wholeness shaped not only by personal experiences but by a deeper shared human psyche (the collective unconscious).
- Freud thought Jung’s ideas (archetypes, spirituality, collective unconscious) were too mystical and a threat to psychoanalysis’ scientific credibility.
- Jung wanted depth psychology to include mythology, religion, and meaning, Freud wanted a medical, drive-based model. This “breakup” was intense and personal. Jung later said, “To me, he was like a father.” Largely as a result of the breakup Jung was ill for 5 years. It was a period on introspection that helped him further develop his ideas further.





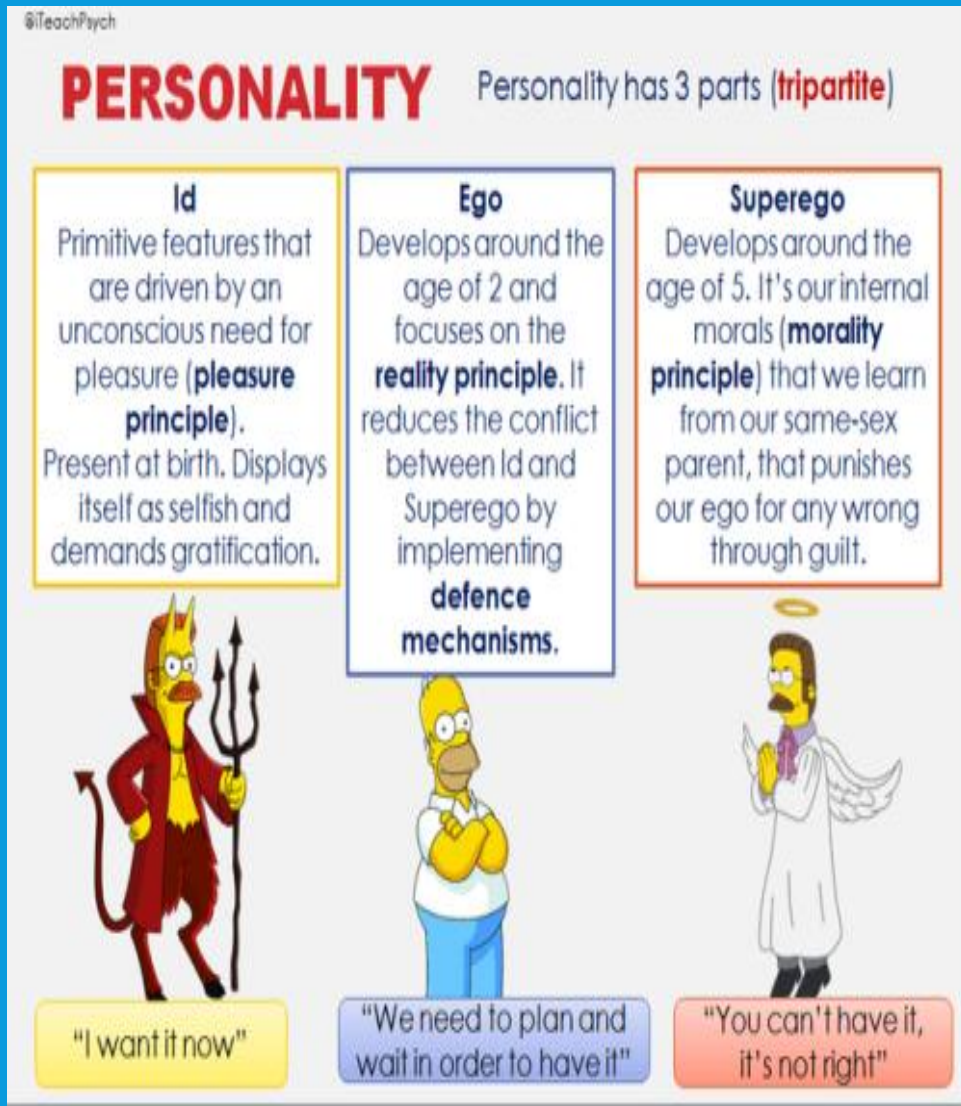
ASPECT	FREUD	JUNG
Main structure:	Id, Ego, Superego, conscious, subconscious, unconscious	Ego, Personal Unconscious, Collective Unconscious
What drives behavior?	Biological drives (especially sexuality and aggression)	Growth, meaning, and psychological wholeness (individuation).
Unconscious contents	Repressed wishes, forbidden impulses	Includes personal material plus inherited universal patterns (archetypes).
Goal of development / therapy	Reduce inner conflict and make unconscious impulses conscious so the ego can manage them	Help the person integrate unconscious parts (individuation), connect to deeper meaning and purpose.

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EGO PSYCHOLOGY A BRIEF OVERVIEW



- Ego psychology is a psychological theory of personality first developed by Sigmund and Anna Freud. It holds that personality has 3 parts.
- Two of these parts are in conflict, the **superego** (norms and morals) and the **id** (instincts and desires).
- These conflicts between id and superego are mediated and resolved by the third part, the **ego**.
- The Ego is responsible for reality testing and a sense of personal identity. It is responsible for how personality manifests in us. It is the mature adult part of us.
- Each person's ego has preferred ways of dealing with, defending against, and resolving the internal conflicts between id and superego. These are called ego defenses, or defences for short.
- Each person uses some defences more than others.
- The common ego defences range from better to less well adapted or from mature, to neurotic, immature, and pathological.
- A person's most used ego defences determines their personality

● EXAMPLES OF DIFFERENT EGO DEFENSES USED LATE AT NIGHT BY THE PARENTS OF AN INCONSOLABLE BABY



- Their id wants to just leave the baby and go to bed, the superego wants to take good care of the baby. The ego can use a number of defenses:
- Mature defense -humor : Sing “rock-a-bye baby” being aware that the lyrics reflect their id’s desire to see the child crash down from the treetops. They are managing their irritation in a healthy way, not divorced from reality, and managing emotions with humor
- Neurotic defense -reaction formation: suppressing the irritation, the superego comes to the opposite conclusion: “I have only the most loving and caring feelings towards my child at all times”
- Immature defenses -passive-aggressive: The irritation results in a passively aggressive behavior, for example neglect that is not acknowledged as aggressive: “Gee, I guess I didn’t hear him cry”...
- Acting out: similar to passive aggressive but aggressive behavior is active not passive: “I must have pinched him too hard”
- Pathological defenses -projection: One’s feelings are attributed to the other person: “this baby wants to harm me”...
- Denial: Feelings are totally repressed or denied: “we’re having a lovely night”
- Each of us tends to repeatedly use the same defenses when we’re stressed, there is however regression and maturation.

PERSONALITY AND MATURITY OF EGO DEFENSES

Harvard psychiatrist George Vaillant grouped ego defenses into four categories which are associated with personality maturity:

Level I – pathological defenses: psychotic denial, delusional projection.

Level II – immature defenses: fantasy, projection, passive aggression, acting out.

Level III – neurotic defenses: intellectualization, reaction formation, dissociation, displacement, repression.

Level IV – mature defenses: humor, sublimation, suppression, altruism, anticipation.

Denial

Refusing to accept real events because they are unpleasant

Kaila refuses to admit she has an alcohol problem although she is unable to go a single day without drinking excessively.

Displacement

Transferring inappropriate urges or behaviors onto a more acceptable or less threatening target

During lunch at a restaurant, Mark is angry at his older brother, but does not express it and instead is verbally abusive to the server.

Projection

Attributing unacceptable desires to others

Chris often cheats on her boyfriend because she suspects he is already cheating on her.

Rationalization

Justifying behaviors by substituting acceptable reasons for less-acceptable real reasons

Kim failed his history course because he did not study or attend class, but he told his roommates that he failed because the professor didn't like him.

Reaction Formation

Reducing anxiety by adopting beliefs contrary to your own beliefs

Nadia is angry with her coworker Beth for always arriving late to work after a night of partying, but she is nice and agreeable to Beth and affirms the partying as "cool."

Regression

Returning to coping strategies for less mature stages of development

After failing to pass his doctoral examinations, Giorgio spends days in bed cuddling his favorite childhood toy.

Repression

Suppressing painful memories and thoughts

LaShea cannot remember her grandfather's fatal heart attack, although she was present.

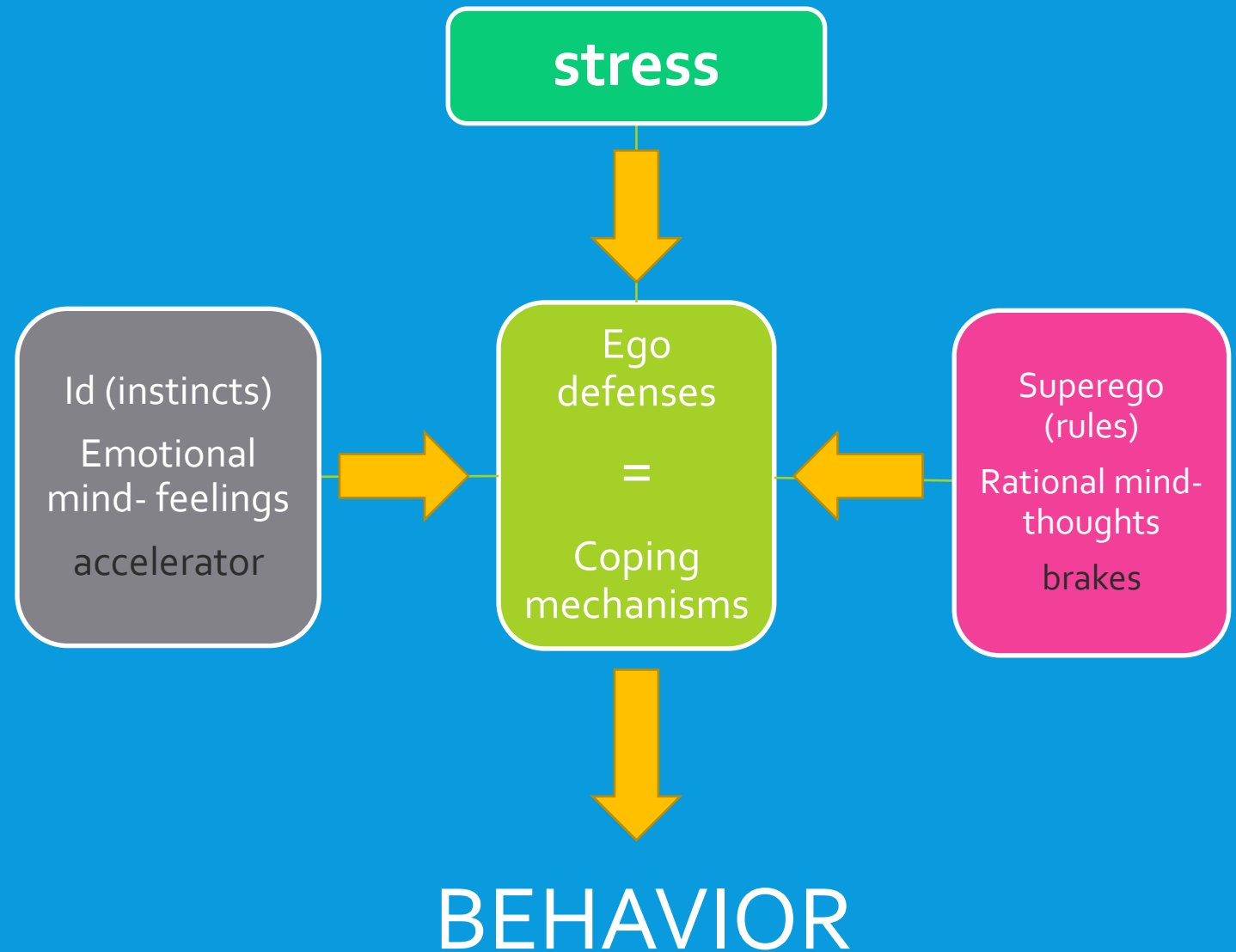
Sublimation

Redirecting unacceptable desires through socially acceptable channels

Jerome's desire for revenge on the drunk driver who killed his son is channeled into a community support group for people who've lost loved ones to drunk driving.

EGO PSYCHOLOGY AND PERSONALITY

- Coping mechanisms and ego defenses are overlapping concepts.
- Ego defenses/coping mechanisms come into play when a person is stressed and there is a conflict between their id and superego.
- If a person has good self-regulating skills their ego is good at mediating conflicts between their id and superego, and they don't often stray too far from the window of tolerance.



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THE DEVELOPMENT OF PERSONALITY



- Most theories agree that 2 factors are critical in the development of personality. They do however differ as to the relative importance of each of these two factors.
- 1) nature, is what is innate to the individual at birth, and
- 2) nurture is what is learned and due to the environment or circumstances after birth.
- Personality development theories range on a spectrum from seeing children as:
 - 1) blank slates, which are totally influenced by life experience or nurture. Or...
 - 2) destined by their nature or temperament to develop a certain personality.
 - 2a) human nature or temperament is predominantly selfish and must be restrained and civilized by society through proper upbringing. This was the view put forward by 16th century English philosopher Thomas Hobbes.(and political conservatives)
 - 2b) human nature or temperament is fundamentally good only to be corrupted by upbringing. This was the view put forward by 18th-century Swiss philosopher Jean – Jacques Rousseau. (and political liberals)

THE DEVELOPMENT OF PERSONALITY



- Today most experts recognize the importance of both nature and nurture and see children as going through stages of personality development. At each stage, the child's temperament interacts with their environment in complex ways.
- During psychosocial development children face challenges that they must negotiate, before proceeding to the next developmental stage.
- How well they progress through these psychosocial stages is critical to the development of their personality

ERIKSON'S THEORY OF PERSONALITY DEVELOPMENT

Erikson's Stages of Psychosocial Development

Stage	Psychosocial Crisis/Task	What Happens at This Stage?
1	Trust vs Mistrust	If needs are dependably met, infants develop a sense of basic trust.
2	Autonomy vs Shame/Doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
3	Initiative vs Guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
4	Industry vs Inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
5	Identity vs Confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
6	Intimacy vs Isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
7	Generativity vs Stagnation	The middle-aged discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
8	Integrity vs Despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

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- One theory of personality development that has stood the test of time is Erik Erickson's.
- Erik Erickson, was a German-American developmental psychologist and psychoanalyst.
- Erickson coined the phrase "identity crisis". He described eight critical stages of personality development. Erickson's eight stages are:
 - 1)trust versus mistrust – if their needs are dependably met, infants(0-1) develop a sense of basic trust or secure attachment.
 - 2)Autonomy versus shame and doubt – toddlers(1-3) learn to exercise will and do things for themselves, or they doubt their abilities.
 - 3)Initiative versus guilt- preschoolers(3-6) learn to initiate tasks and carry out plans or they feel guilty about efforts to be independent.

ERIKSON'S THEORY OF PERSONALITY DEVELOPMENT

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- 4) Industry versus inferiority – children(7-11) learn the pleasure of applying themselves to tasks, or they feel inferior.
- 5) Identity versus confusion- teenagers(12-18) work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are
- 6) intimacy versus isolation – young adults(19-29) struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated
- 7) generativity versus stagnation – the middle aged (30-64) discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose
- 8) integrity versus despair – when reflecting on their life the older adult(65+) may feel a sense of satisfaction or failure.

FACTORS AFFECTING PSYCHOSOCIAL DEVELOPMENT



- Each of Erikson's 8 stages is a building block that is crucial to healthy maturation. If a stage is not successfully negotiated impairs further personality development. If, for example, a toddler was unable to trust his parental figures, he won't be able to move to the stage of autonomy in which she begins to do things for herself and say no to help from the parent. Autonomy is commonly referred to as "the terrible two's".
- The toddler that does not achieving autonomy, rather than happily doing things for themselves will instead experience shame and self-doubt, feelings which will continue to impact her development as she tries, but now with a significant psychological handicap to move through the subsequent stages of development.

FACTORS AFFECTING PSYCHOSOCIAL DEVELOPMENT



- Psychosocial development is influenced by a variety of factors that can either promote or hinder it. Some key influences on development include:
- **Family Environment:** Supportive and nurturing family dynamics promote healthy development, while conflict, neglect, or abuse can hinder it.
- **Socioeconomic Status:** Access to resources, education, and healthcare can enhance development, whereas poverty and lack of access can create barriers.
- **Cultural Influences:** Cultural norms and values shape identity and social behaviors, providing a framework for development. However, cultural conflicts or discrimination can be detrimental.
- **Education and Learning Opportunities:** Quality education and opportunities for learning encourage cognitive and social growth. Conversely, limited educational opportunities can restrict development.
- **Neurodivergences:** differences in attention, emotion, or social interaction create mismatches with environmental expectations, making it harder to master the developmental tasks at each stage.

FACTORS AFFECTING PSYCHOSOCIAL DEVELOPMENT



- **Peer Relationships:** Positive peer interactions and friendships support social skills and self-esteem. Negative peer pressure or bullying can have adverse effects.
- **Community and Social Support:** A strong sense of community and access to social support networks can foster resilience and well-being, while social isolation can be harmful.
- **Life Experiences and Events:** Experiences such as trauma, loss, or major life changes can impact development, either by posing challenges or by fostering resilience through overcoming adversity.
- **Biological Factors:** Genetics, brain development, and physical health play a significant role in psychosocial development. Conditions affecting mental health can also be influential.
- **Media and Technology:** Exposure to media and technology can offer educational benefits and connectivity but can also lead to issues like cyberbullying or unrealistic social comparisons.
- **Government and Policy:** Policies related to education, healthcare, and social services can support or hinder development depending on their effectiveness and accessibility.
- Understanding these factors can help in creating environments that promote healthy psychosocial development.



How does
psychodynamic theory fit
in with the concepts of
emotional, rational and
wise minds that we have
talked about?

PERSONALITY

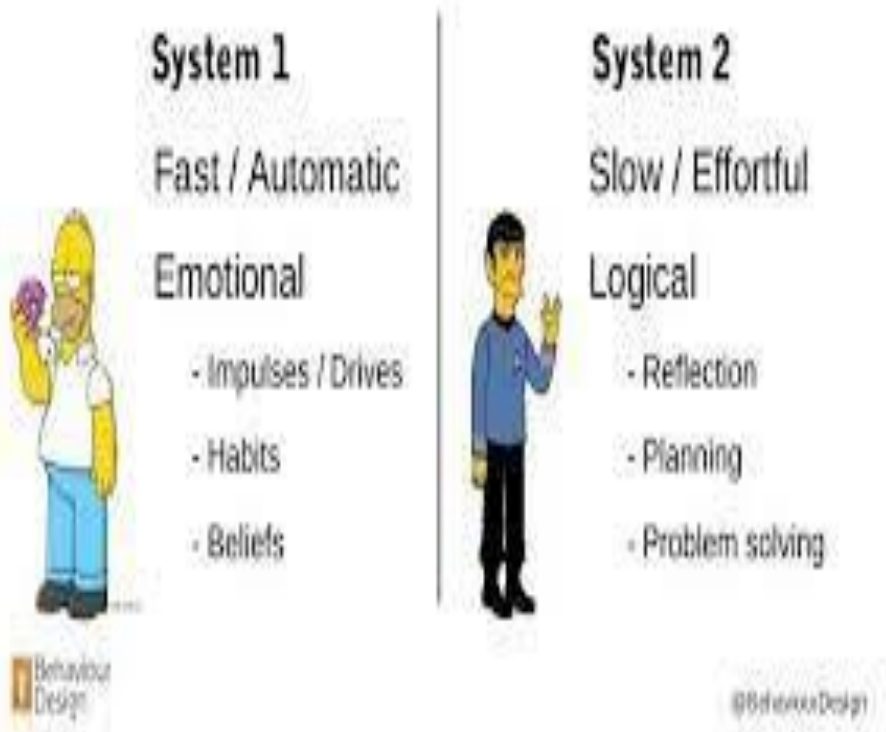


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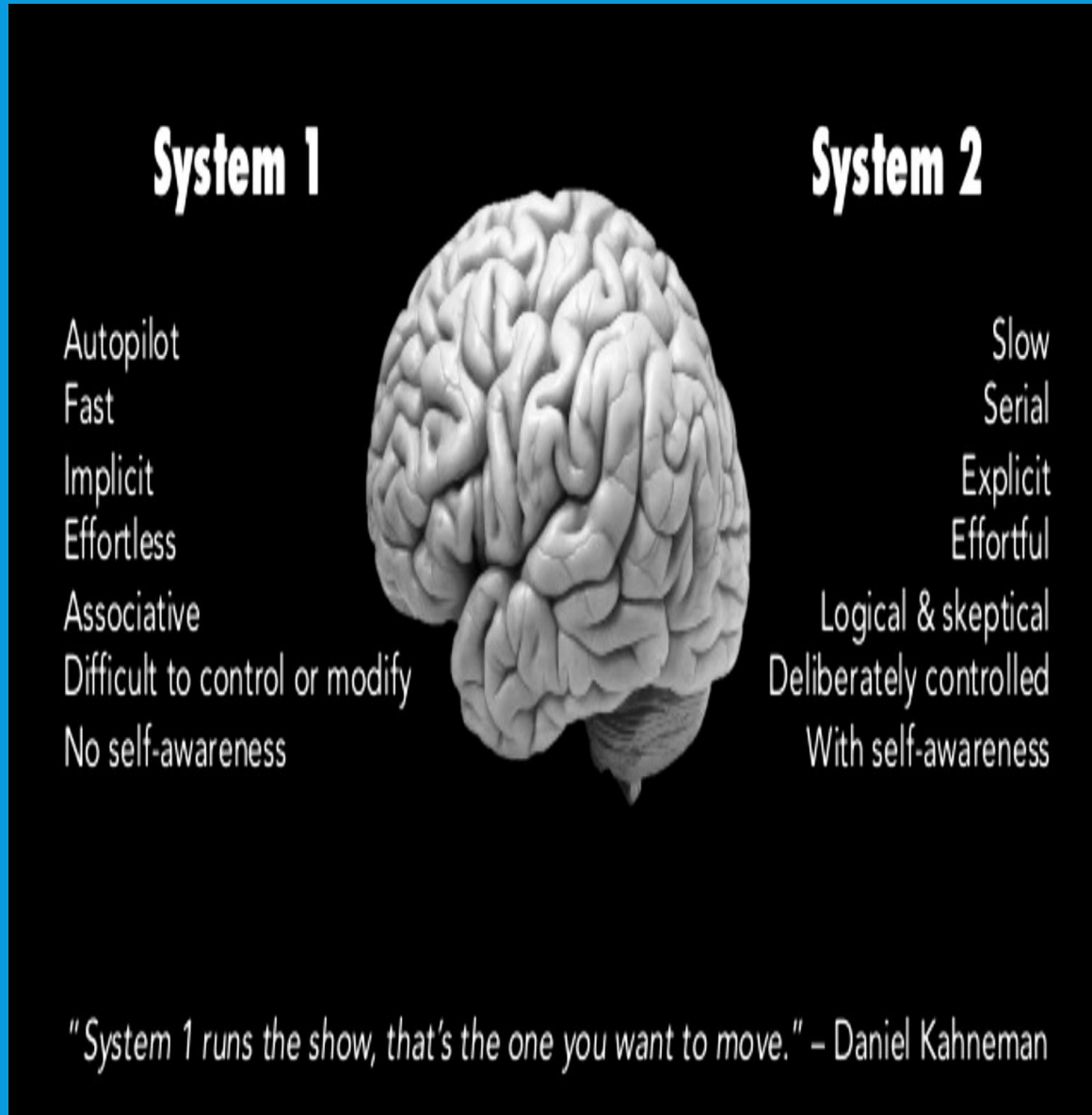
DUAL PROCESS THEORY OF PERSONALITY

Dual process theory of thought



- Dual process theory describes two information processing systems operating in parallel in our brain/minds.
- It was first proposed by physician/psychologist William James (1842-1910)
- It holds that we have a) an emotional mind, also known as **system 1** which is associated with the limbic system and brainstem and b) a rational mind, **system 2** associated with the cerebral cortex.
- **System one**, the emotional mind is similar to the id. **System two**, the rational mind is similar to superego/ego.
- Dual process theory holds that we simultaneously process information in two parallel but very different ways : emotionally and rationally. We have two minds figuring things out at the same time, coming to different conclusions, and making different decisions as to what to do.
- One useful metaphor for how these two systems interact is that of the accelerator and break pedals of a car.
- Emotion=id ➡ accelerator vs. Reason=superego/ego ➡ brakes.
- The balance between the brakes and accelerator varies from person to person and in the same person over time and is part of personality

FEATURES OF SYSTEMS 1 AND 2



- There are some noteworthy differences between systems one and two:
- **System one**, the emotional mind, runs on autopilot, it's fast, effortless, difficult to control or modify, has no self-awareness, is evolutionarily old, shared with animals, nonverbal, and independent of general intelligence.
- **System two** in contrast is slow, effortful, logical and sceptical, deliberately controlled, has self-awareness, is evolutionarily recent, uniquely human, linked to language, sequential, heritable, and linked to general intelligence.

DUAL PROCESS THEORY



- Factors affecting the accelerator/brake balance in each person at any one point in time include their:
- Temperament
- Character
- Circumstances
- Stress level
- energy balance
- Illness
- substance use
- etc.
- If the accelerator is emotional mind and the brakes rational mind, wise mind is a very skilled driver that intimately knows the capacity of the accelerator and the brakes and very skillfully uses the two to travel the road of life staying away from potholes and accidents.
- Unfortunately, even the best drivers get into trouble through no fault of their own.



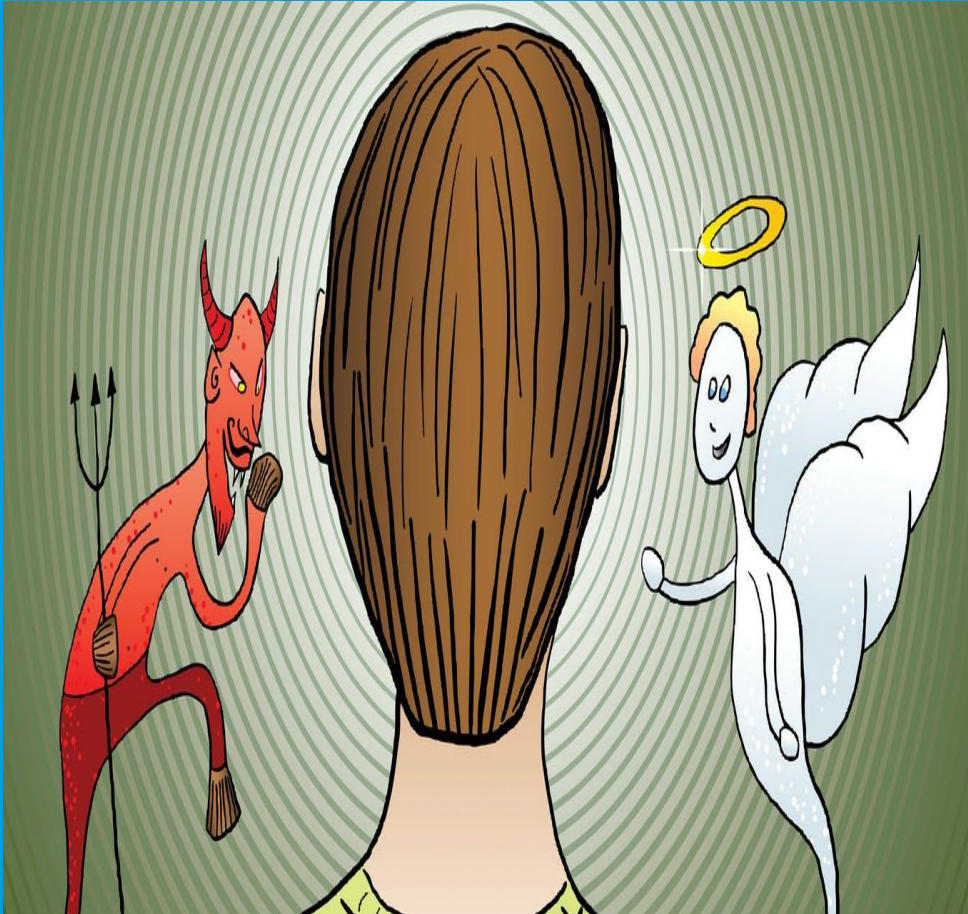
How do system 1 and 2
communicate and coordinate?

PERSONALITY



- Today we will discuss:
- Definitions
- Classifications: Hindu, Galen, Big five, others
- Disorders: The DSM
- The 4 major theories
- Psychodynamic theory
- Ego psychology a brief overview
- Theories of personality development: Erikson
- Dual process theory, systems one and two
- The hot-cold empathy gap
- The Stanford marshmallow
- Personality and morality

HOT - COLD EMPATHY GAP



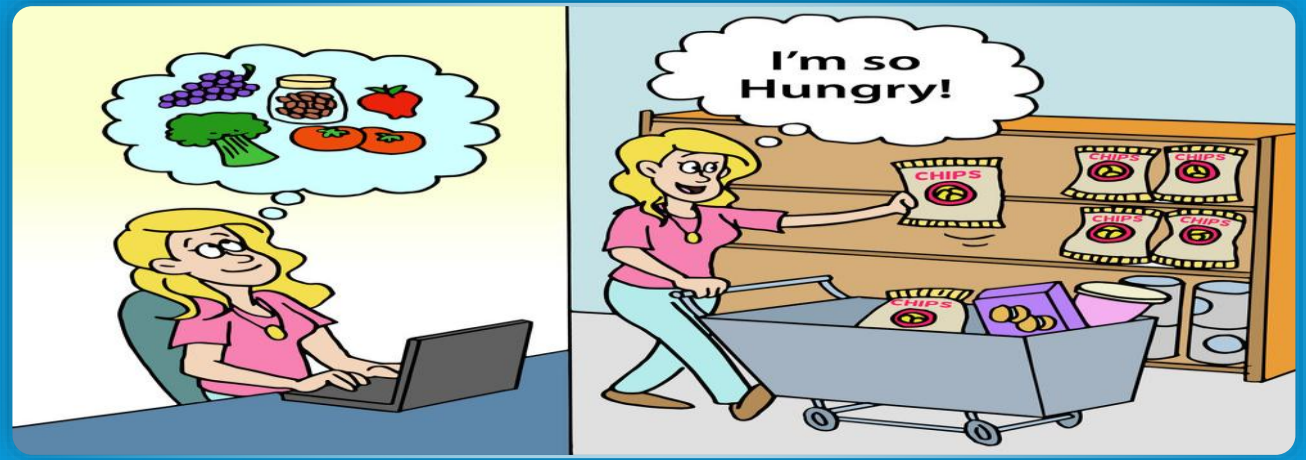
- The hot-cold or rational-emotional mind empathy gap describes how the rational and emotional minds or systems one and two interact. It is similar to the concept of evolutionary mismatch
- Why do we sometimes seem to be more than one person? This is because sometimes system 1 is in charge while at other times it's system 2 takes over.
- When we are emotionally triggered, we switch from system 2/rational mind to system 1/emotional mind like a light switch
- The rational, system 2, and emotional, system 1, minds aren't very aware of or understand each other and don't communicate well because they don't speak the same language. System 2 speaks verbaleeze, system 1 emotionaleeze. The language they do share is symbolism or imagery.(in a car the accelerator and the brakes also function independently of each other.)
- In other words, there is an “empathy gap” between our hot emotional minds and our cold rational minds.

HOT - COLD EMPATHY GAP



- In an emotional or appetite driven state of mind we act like people with certain values and priorities. When in rational mind, calm and thinking clearly, we can't relate to the person we became in the heat of the moment. "That wasn't me."
- System 1 is not very good at knowing or predicting what system 2 will think, feel, or do and vice-versa
- It's like having two people inside of you an emotional and a rational one.
- The one part of the mind that knows and can be aware of both system 1 and system 2 is **wise mind** or the self observing mind associated with the lateral prefrontal cortex. Wise mind is similar to the Freudian Ego. Wise mind thinks symbolically and arose in the cognitive revolution.
- Wise mind can "see" both rational and emotional minds. If we want to change the balance between our emotional and rational systems, we need to develop wise mind. Although we all have the wiring for wise mind, it is developed to different degrees in each of us. We can however foster its development.

EXAMPLES OF HOT-COLD EMPATHY GAP



- The emotional brain is the one that goes on a shopping spree, the rational brain is the one that is appalled by the amount of money we spent.
- The dieting rational brain plans to go to the supermarket and buy healthy food, the hungry emotional brain buys appealing processed foods.
- The rational brain decides that it's a bad idea to drink so much as to have a hangover, the next Saturday night the emotional brain gets drunk again

PERSONALITY



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BALANCE BETWEEN SYSTEMS 1 AND 2, MARSHMALLOWS, SELF CONTROL, AND THE PREFRONTAL CORTEX



- The famous Stanford marshmallow experiment was conducted by Walter Mischel in 1972. Children in the study were led into a room and a marshmallow was placed in front of them. They were told they could eat the marshmallow but if they waited 15 minutes in the room alone, when the experimenter returned, they would be given a second marshmallow as a reward.
- The researchers followed these children through their adult lives and found that those who were able to wait the 15 minutes without eating the marshmallow were more competent adolescents and did better in school. Imaging studies revealed that the prefrontal cortex, a part of the rational brain, was more active in those who were able to wait, whereas the ventral striatum, a part of the emotional brain was more active in those who could not. The experiment measures the balance between systems 1 and 2.

- The **Stanford marshmallow experiment** is a famous psychological study on delayed gratification conducted by Walter Mischel and his colleagues in the late 1960s and early 1970s at Stanford University. The experiment involved children, typically around four to six years old, who were given a choice between one small reward (like a marshmallow or a cookie) that they could eat immediately, or a larger reward if they waited for about 15 minutes while the researcher left the room.
- The key aspect of the study was observing whether the children could resist the temptation to eat the marshmallow immediately in order to receive a greater reward later. The researchers followed up with the participants years later to assess the long-term implications of their ability to delay gratification.
- The original findings suggested that children who were able to wait longer for the larger reward tended to have better life outcomes in various domains. These included:
- 1. **Academic Success:** Children who delayed gratification were found to have higher SAT scores and better academic performance.
- 2. **Social Competence:** They were also reported to have better social skills and were more likely to cope well with stress and frustration.
- 3. **Health and Well-being:** Follow-up studies suggested that these individuals had better health outcomes and lower rates of substance abuse.
- 4. **Career Success:** Some studies indicated that those who delayed gratification were more successful in their careers.



- While the marshmallow experiment has been highly influential, it has also faced criticism and sparked further research. Some critiques and considerations include:
- **Role of Socioeconomic Factors:** Later studies suggested that socioeconomic background and environmental stability play a significant role in a child's ability to delay gratification. Children from more stable and affluent backgrounds might find it easier to trust that the promised reward will be delivered, thus influencing their decision to wait.
- **Replications and Variability:** Attempts to replicate the study have shown mixed results, with some failing to find the same strong correlations between delayed gratification and future success.
- **Complexity of Self-Control:** The ability to delay gratification is now understood to be just one aspect of self-control, which is influenced by a variety of factors, including genetics, environment, and learned behaviors.

PERSONALITY



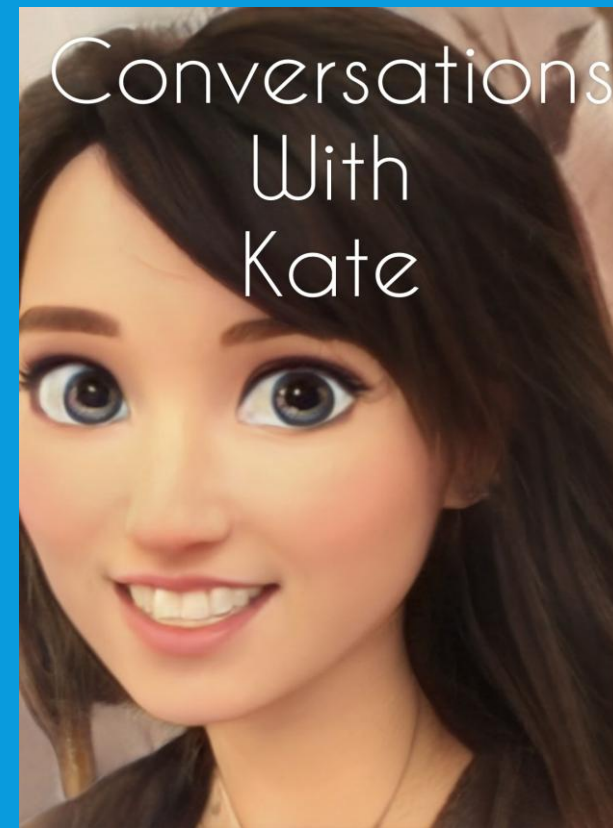
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PERSONALITY AND THE ARC OF THE MORAL UNIVERSE



- “The arc of the moral universe is long, but it bends towards justice” Martin Luther King Jr.
- Though not everyone agrees there is good evidence that over the course of history humans have been developing better brakes or increasingly thinking with their system 2 rational and wise minds rather than simply following their system 1 emotional mind
- According to Integral theory at each subsequent stage of growth, from warrior to integral, humans tends to use progressively more mature Ego defences.
- The higher up in the brain is our “center of gravity” (emotion centered vs. reason centered vs. mindfulness centered) the better we tend to manage our emotions and impulses.
- ... But we can easily regress to being dominated by emotions when we are stressed and when we come under the influence of charismatic figures or social media algorithms.
- We need to be more mindful of and manage our instincts and emotions to thrive as individuals and to survive as a species.



There once was a lady named Kate,
Whose summaries were truly first-rate.
On mental health themes,
She crafted bright beams,
Making complex ideas easy to relate.

HINDU CASTE SYSTEM

- The Hindu caste system is a traditional social hierarchy in India that has historically divided people into different groups based on their occupation and duty. This system is rooted in ancient Hindu texts and has evolved over thousands of years. The four main castes, or "varnas," are:
 1. **Brahmins:** Traditionally, the Brahmins are the priestly and scholarly class. They are responsible for religious rituals, teaching, and maintaining sacred knowledge. Historically, they have been considered the highest caste in the social hierarchy.
 2. **Kshatriyas:** The Kshatriyas are the warrior and ruler class. Their traditional roles include protecting and governing the land, as well as upholding justice and order. They have historically been associated with leadership and military prowess.
 3. **Vaishyas:** The Vaishyas are the merchant and agricultural class. They are traditionally involved in commerce, trade, agriculture, and the management of wealth. Their role is to ensure the economic prosperity of the society.
 4. **Shudras:** The Shudras are the laboring class, responsible for serving the other three varnas. They traditionally engage in various forms of manual labor and service occupations.
- In addition to these four main varnas, there are numerous sub-castes, or "jatis," which are more specific social groups within each varna. These jatis can be based on specific occupations, regions, or communities.
- Historically, there were also groups considered outside the varna system, often referred to as "Dalits" or "Untouchables." These groups have faced significant social discrimination and exclusion.
- The caste system has been legally abolished in India, and discrimination based on caste is prohibited by law. However, caste-related social dynamics and issues continue to affect Indian society in various ways. Efforts to address caste-based discrimination and promote social equality remain ongoing.

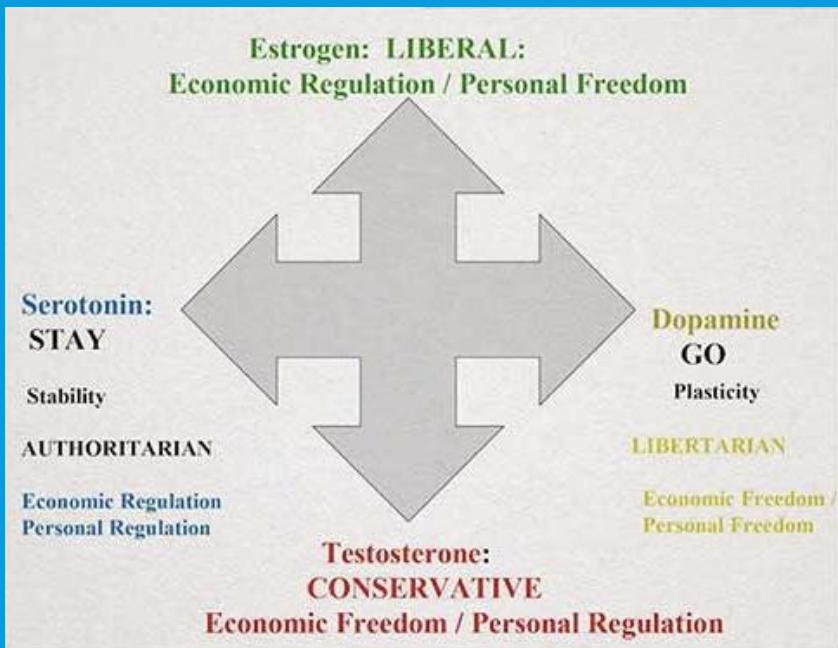
THE FOUR HUMORS

Choleric Yellow Bile Determined, quick to act, fiery, energetic, passionate	Sanguine Blood Warm hearted, outgoing, volatile, optimistic, cheerful.
Phlegmatic Phlegm Slow, patient, calm, quiet, shy, rational, consistent.	Melancholic Black Bile Serious, anxious, quiet, fearful, depressed, poetic, artistic, sad.

- Hippocrates, often regarded as the "Father of Medicine," is associated with the ancient Greek theory of the four humors. This theory was a foundational concept in understanding human health and personality for many centuries. According to this theory, the human body is composed of four humors, or bodily fluids, and an imbalance among them could affect a person's health and temperament. The four humors are:
- 1. **Blood, sanguine:** Associated with the element of air, blood was thought to be linked to a sanguine temperament. People with a predominance of blood were believed to be sociable, lively, and optimistic. They were considered to have a warm and moist constitution.
- 2. **Phlegm, phlegmatic:** Associated with the element of water, phlegm was linked to a phlegmatic temperament. Individuals with an excess of phlegm were thought to be calm, reliable, and thoughtful, but also potentially sluggish or apathetic. They were considered to have a cold and moist constitution.
- 3. **Yellow Bile, choleric:** Associated with the element of fire, yellow bile was connected to a choleric temperament. People with a predominance of yellow bile were believed to be ambitious, energetic, and passionate, but also prone to anger and irritability. They were considered to have a warm and dry constitution.
- 4. **Black Bile, melancholic:** Associated with the element of earth, black bile was linked to a melancholic temperament. Individuals with an excess of black bile were thought to be introspective, detail-oriented, and serious, but also susceptible to sadness and depression. They were considered to have a cold and dry constitution.
- The balance of these humors was thought to influence not only physical health but also personality and behavior. Treatments in ancient medicine often aimed to restore balance among the humors through diet, exercise, and other interventions.

HELEN FISHER'S PERSONALITY TYPES

Personality Type	Expressive of the Chemical	Characteristics	Famous Figures
Director	Testosterone	Analytical, tough-minded, direct (often blunt), exacting, skeptical, and determined to win	Margaret Thatcher, Nicolas Sarkozy, George Patton
Negotiator	Estrogen	Sees the big picture, has people skills, verbal skills; imaginative, intuitive, compassionate	Mahatma Gandhi, Abraham Lincoln, Bill Clinton
Builder	Serotonin	Cautious, conventional, concrete, meticulous, respectful of rules and authority, religious	Dwight D. Eisenhower, Colin Powell, George W. Bush
Explorer	Dopamine	Curious, creative, spontaneous, energetic, mentally flexible, daring	Winston Churchill, John F. Kennedy, Teddy Roosevelt



- Helen Fisher, a well-known anthropologist and researcher in the field of human behavior and relationships has proposed a modern-day version of the Humoral theory based on 4 neurotransmitter rather than humors.
- According to Fisher human personality can be divided into four broad categories, each associated with specific neurotransmitters and hormones.
- The Explorer is linked to the dopamine system, Explorers are characterized by traits such as novelty-seeking, creativity, and spontaneity.
- The Builder is associated with the serotonin system, Builders are often cautious, conventional, and detail-oriented, valuing stability and order.
- The Director is tied to the testosterone system, Directors are typically analytical, logical, and direct, with a focus on systems and rules.
- The Negotiator is connected to the estrogen and oxytocin systems, Negotiators are empathetic, intuitive, and adept at reading social cues, often excelling in verbal communication.
- Fisher's theory also suggests that these personality types influence romantic compatibility and attraction, and she has applied her research to online dating and matchmaking services to better understand how people connect and form relationships.

CARL JUNG'S PERSONALITY THEORY

PERSONALITY TYPES KEY

E

Extroverts

are energized by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.

I

Introverts

often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.

T

Thinkers

tend to make decisions using logical analysis, objectively weigh pros and cons, and value honesty, consistency, and fairness.

F

Feelers

tend to be sensitive and cooperative, and decide based on their own personal values and how others will be affected by their actions.

S

Sensors

are realistic people who like to focus on the facts and details, and apply common sense and past experience to come up with practical solutions to problems.

N

Intuitives

prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.

J

Judgers

tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules.

P

Perceivers

prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plans.

SOURCE: "Do What You Are: Discover the Perfect Career for You Through the Secrets of Personality Type" by Paul D. Tieger, Barbara Barron, Kelly Tieger

BUSINESS INSIDER

- Carl Jung's personality theory is a foundational framework in psychology that explores the different ways individuals perceive the world and make decisions. Jung's theory introduced several key concepts that have influenced many subsequent personality theories, including the Myers-Briggs Type Indicator.
- Jung proposed that people have innate preferences for how they perceive information and make decisions. He identified two primary attitudes (Extraversion and Introversion) and two pairs of opposing cognitive functions (Sensing vs. Intuition and Thinking vs. Feeling).
- Extraversion (E) vs. Introversion (I): Extraversion is characterized by a focus on the external world and interaction with others, while introversion is characterized by a focus on the internal world and introspection.
- Sensing (S) vs. Intuition (N): Sensing involves perceiving the world through concrete, tangible information, while intuition involves perceiving the world through abstract, conceptual information.
- Thinking (T) vs. Feeling (F): Thinking involves making decisions based on logic and objective criteria, while feeling involves making decisions based on personal values and subjective considerations.

Myers-Briggs

What's Your Personality Type?

Use the questions on the outside of the chart to determine the four letters of your Myers-Briggs type.
For each pair of letters, choose the side that seems most natural to you, even if you don't agree with every description.

1. Are you outwardly or inwardly focused? If you:

- Could be described as talkative, outgoing
- Like to be in a fast-paced environment
- Tend to work out ideas with others, think out loud
- Enjoy being the center of attention

then you prefer

E

Extraversion

- Could be described as reserved, private
- Prefer a slower pace with time for contemplation
- Tend to think things through inside your head
- Would rather observe than be the center of attention

then you prefer

I

Introversion

2. How do you prefer to take in information? If you:

- Focus on the reality of how things are
- Pay attention to concrete facts and details
- Prefer ideas that have practical applications
- Like to describe things in a specific, literal way

then you prefer

S

Sensing

- Imagine the possibilities of how things could be
- Notice the big picture, see how everything connects
- Enjoy ideas and concepts for their own sake
- Like to describe things in a figurative, poetic way

then you prefer

N

Intuition

3. How do you prefer to make decisions? If you:

- Make decisions in an impersonal way, using logical reasoning
- Value justice, fairness
- Enjoy finding the flaws in an argument
- Could be described as reasonable, level-headed

then you prefer

T

Thinking

- Base your decisions on personal values and how your actions affect others
- Value harmony, forgiveness
- Like to please others and point out the best in people
- Could be described as warm, empathetic

then you prefer

F

Feeling

4. How do you prefer to live your outer life? If you:

- Prefer to have matters settled
- Think rules and deadlines should be respected
- Prefer to have detailed, step-by-step instructions
- Make plans, want to know what you're getting into

then you prefer

J

Judging

- Prefer to leave your options open
- See rules and deadlines as flexible
- Like to improvise and make things up as you go
- Are spontaneous, enjoy surprises and new situations

then you prefer

P

Perceiving

5. How do you prefer to live your outer life? If you:

- Responsible, sincere, analytical, reserved, realistic, systematic
- Hardworking and trustworthy with sound practical judgment

6. How do you prefer to live your outer life? If you:

- Action-oriented, logical, analytical, spontaneous, reserved, independent
- Enjoy adventure, skilled at understanding how mechanical things work

7. How do you prefer to live your outer life? If you:

- Outgoing, realistic, action-oriented, curious, versatile, spontaneous
- Pragmatic problem solvers and skillful negotiators

8. How do you prefer to live your outer life? If you:

- Efficient, outgoing, reliable, conscientious, organized, practical
- Like to run the show and get things done in an orderly fashion

9. How do you prefer to live your outer life? If you:

- Warm, considerate, gentle, responsible, pragmatic, thorough
- Devoted caretakers who enjoy being helpful to others

10. How do you prefer to live your outer life? If you:

- Gentle, sensitive, nurturing, helpful, flexible, realistic
- Seek to create a personal environment that is both beautiful and practical

11. How do you prefer to live your outer life? If you:

- Playful, enthusiastic, friendly, spontaneous, tactful, flexible
- Have strong common sense, enjoy helping people in tangible ways

12. How do you prefer to live your outer life? If you:

- Friendly, outgoing, reliable, conscientious, organized, practical
- Seek to be helpful and please others; enjoy being active and productive

13. How do you prefer to live your outer life? If you:

- Idealistic, organized, insightful, dependable, compassionate, gentle
- Seek harmony and cooperation, enjoy intellectual stimulation

14. How do you prefer to live your outer life? If you:

- Sensitive, creative, idealistic, perceptive, caring, loyal
- Value inner harmony and personal growth, focus on dreams and possibilities

15. How do you prefer to live your outer life? If you:

- Enthusiastic, creative, spontaneous, optimistic, supportive, playful
- Value inspiration, enjoy starting new projects, see potential in others

16. How do you prefer to live your outer life? If you:

- Caring, enthusiastic, idealistic, optimistic, diplomatic, responsible
- Skilled communicators who value connection with people

17. How do you prefer to live your outer life? If you:

- Innovative, independent, strategic, logical, reserved, insightful
- Driven by their own original ideas to achieve improvements

18. How do you prefer to live your outer life? If you:

- Intellectual, logical, precise, reserved, flexible, imaginative
- Original thinkers who enjoy speculation and creative problem solving

19. How do you prefer to live your outer life? If you:

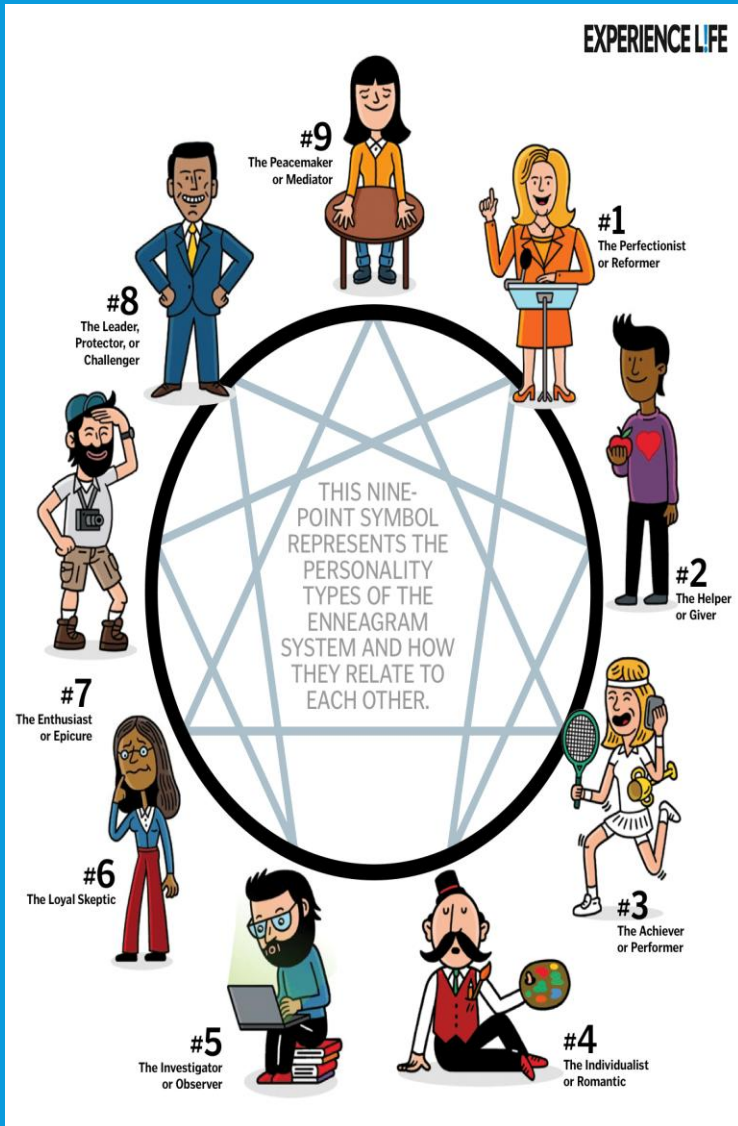
- Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile
- Enjoy new ideas and challenges, value inspiration

20. How do you prefer to live your outer life? If you:

- Strategic, logical, efficient, outgoing, ambitious, independent
- Effective organizers of people and long-range planners

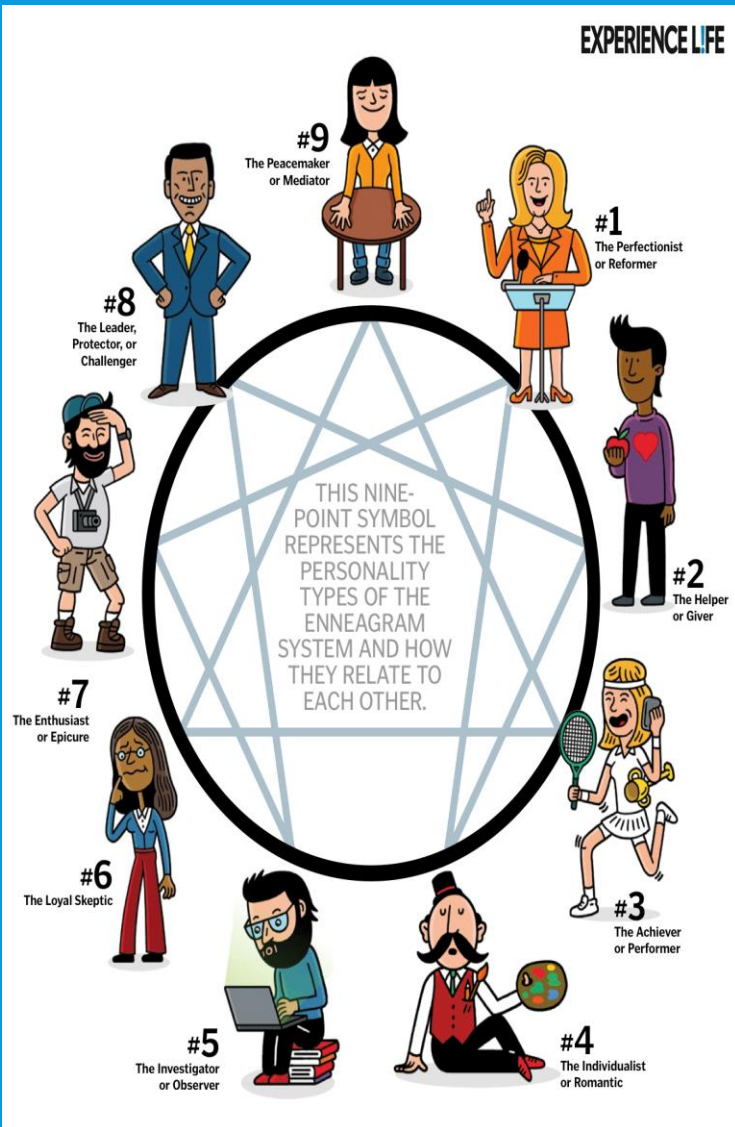
- The Myers-Briggs Type Indicator (MBTI) is a personality framework that categorizes individuals into 16 distinct personality types based on their preferences in four dichotomies. It was developed by Katharine Cook Briggs and her daughter Isabel Briggs Myers, inspired by Carl Jung's theory of psychological types.
- Extraversion (E) vs. Introversion (I): This dimension describes where people get their energy from. Extraverts are energized by interacting with others and the external world, while introverts gain energy from solitude and their inner thoughts.
- Sensing (S) vs. Intuition (N): This dichotomy focuses on how people perceive information. Those with a sensing preference pay attention to concrete details and the present moment, while intuitive types are more focused on patterns, possibilities, and the future.
- Thinking (T) vs. Feeling (F) This dimension describes how individuals make decisions. Thinkers prioritize logic and objective criteria, while feelers consider personal values and the impact on others.
- Judging (J) vs. Perceiving (P): This dichotomy relates to how people approach structure in their lives. Judging types prefer order, planning, and decisiveness, while perceiving types are more flexible, open to new information, and spontaneous.
- By combining these preferences, the MBTI identifies 16 personality types, each represented by a four-letter code (e.g., ENFP, ISTJ). Each type has its own unique characteristics and ways of interacting with the world.

THE ENNEAGRAM



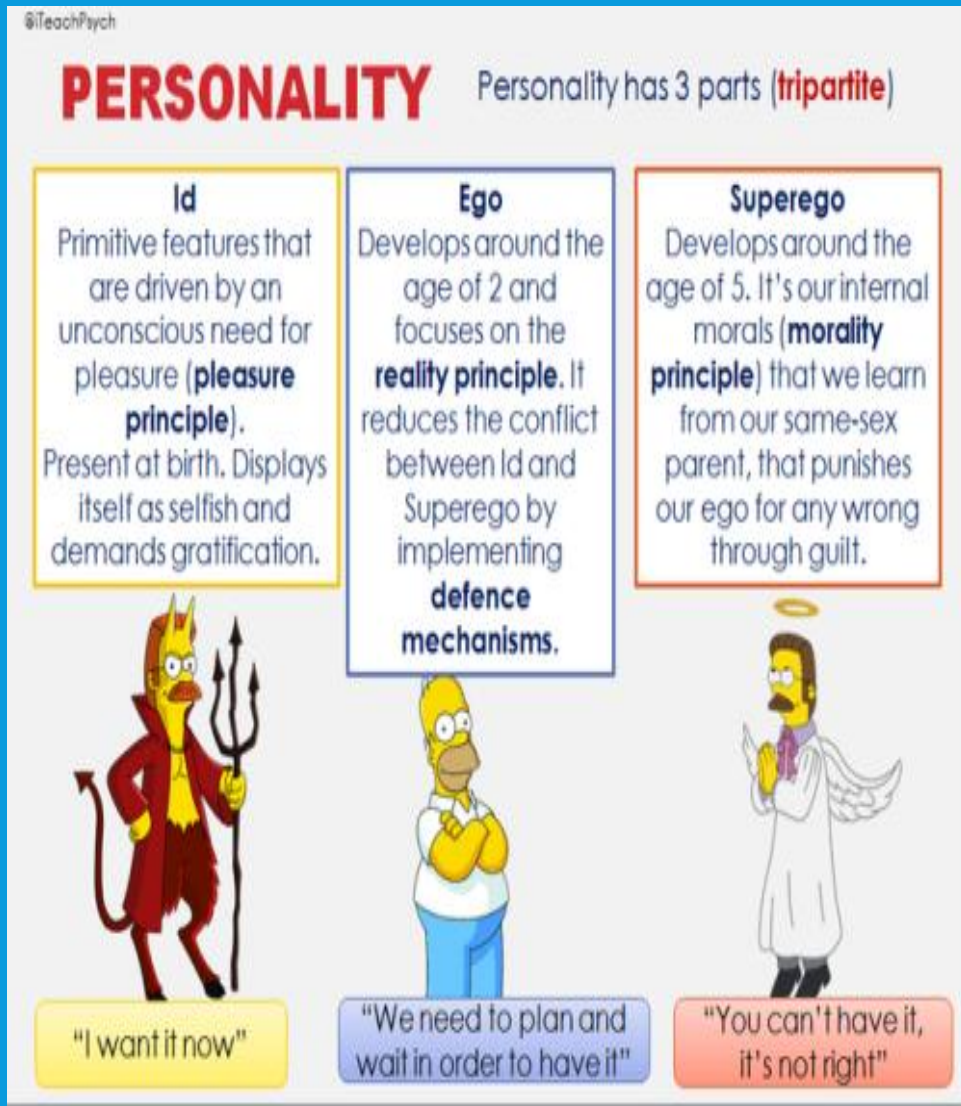
- The Enneagram is a personality typology that describes nine distinct personality types, each with its own patterns of thinking, feeling, and behaving. It is often used as a tool for personal growth, self-awareness, and understanding interpersonal dynamics. The Enneagram is represented by a nine-pointed diagram, with each point corresponding to one of the personality types.
- Type 1: The Reformer (or Perfectionist): Principled, purposeful, and self-controlled. They strive for integrity and perfection, often holding themselves and others to high standards.
- Type 2: The Helper: Caring, generous, and people-pleasing. They are empathetic and often put others' needs before their own, seeking love and appreciation in return.
- Type 3: The Achiever: Success-oriented, adaptable, and image-conscious. They are driven, ambitious, and focused on achieving goals and recognition.
- Type 4: The Individualist (or Romantic): Sensitive, introspective, and expressive. They seek authenticity and often feel unique or different from others.
- Type 5: The Investigator: Perceptive, innovative, and secretive. They are curious and seek knowledge and understanding, often valuing privacy and independence.

THE ENNEAGRAM



- Type 6: The Loyalist: Committed, responsible, and security-oriented. They value loyalty and seek safety and support, often dealing with anxiety and doubt.
- Type 7: The Enthusiast: Spontaneous, versatile, and scattered. They are adventurous and seek new experiences, often avoiding pain and discomfort.
- Type 8: The Challenger: Self-confident, decisive, and assertive. They are protective and seek control and power, often confronting injustice.
- Type 9: The Peacemaker: Easygoing, accommodating, and complacent. They seek harmony and avoid conflict, often merging with others' desires to maintain peace.
- Each Enneagram type has a core motivation, fear, and desire that drives their behavior. Additionally, the Enneagram includes concepts such as "wings" (adjacent types that influence a person's primary type), "stress" and "growth" points (directions of integration and disintegration), and "levels of development" (degrees of health within each type).
- The Enneagram is valued for its depth and dynamic nature, offering insights into how people can grow and develop by understanding their underlying motivations and patterns.

EGO PSYCHOLOGY A BRIEF OVERVIEW



- Ego psychology is a psychological theory of personality first developed by Sigmund and Anna Freud. It holds that personality has 3 parts.
- Two of these parts are in conflict, the **superego** (norms and morals) and the **id** (instincts and desires).
- These conflicts between id and superego are mediated and resolved by the third part, the **ego**.
- The Ego is responsible for reality testing and a sense of personal identity. It is responsible for how personality manifests in us. It is the mature adult part of us.
- Each person's ego has preferred ways of dealing with, defending against, and resolving the internal conflicts between id and superego. These are called ego defenses, or defences for short.
- Each person uses some defences more than others.
- The common ego defences range from better to less well adapted or from mature, to neurotic, immature, and pathological.
- A person's most used ego defences determines their personality

● EXAMPLES OF DIFFERENT EGO DEFENSES USED LATE AT NIGHT BY THE PARENTS OF AN INCONSOLABLE BABY



- Their id wants to just leave the baby and go to bed, the superego wants to take good care of the baby. The ego can use a number of defenses:
- Mature defense -humor : Sing “rock-a-bye baby” being aware that the lyrics reflect their id’s desire to see the child crash down from the treetops. They are managing their irritation in a healthy way, not divorced from reality, and managing emotions with humor
- Neurotic defense -reaction formation: suppressing the irritation, the superego comes to the opposite conclusion: “I have only the most loving and caring feelings towards my child at all times”
- Immature defenses -passive-aggressive: The irritation results in a passively aggressive behavior, for example neglect that is not acknowledged as aggressive: “Gee, I guess I didn’t hear him cry”...
- Acting out: similar to passive aggressive but aggressive behavior is active not passive: “I must have pinched him too hard”
- Pathological defenses -projection: One’s feelings are attributed to the other person: “this baby wants to harm me”...
- Denial: Feelings are totally repressed or denied: “we’re having a lovely night”
- Each of us tends to repeatedly use the same defenses when we’re stressed, there is however regression and maturation.

PERSONALITY AND MATURITY OF EGO DEFENSES

Harvard psychiatrist George Vaillant grouped ego defenses into four categories which are associated with personality maturity:

Level I – pathological defenses: psychotic denial, delusional projection.

Level II – immature defenses: fantasy, projection, passive aggression, acting out.

Level III – neurotic defenses: intellectualization, reaction formation, dissociation, displacement, repression.

Level IV – mature defenses: humor, sublimation, suppression, altruism, anticipation.

Denial

Refusing to accept real events because they are unpleasant

Kaila refuses to admit she has an alcohol problem although she is unable to go a single day without drinking excessively.

Displacement

Transferring inappropriate urges or behaviors onto a more acceptable or less threatening target

During lunch at a restaurant, Mark is angry at his older brother, but does not express it and instead is verbally abusive to the server.

Projection

Attributing unacceptable desires to others

Chris often cheats on her boyfriend because she suspects he is already cheating on her.

Rationalization

Justifying behaviors by substituting acceptable reasons for less-acceptable real reasons

Kim failed his history course because he did not study or attend class, but he told his roommates that he failed because the professor didn't like him.

Reaction Formation

Reducing anxiety by adopting beliefs contrary to your own beliefs

Nadia is angry with her coworker Beth for always arriving late to work after a night of partying, but she is nice and agreeable to Beth and affirms the partying as "cool."

Regression

Returning to coping strategies for less mature stages of development

After failing to pass his doctoral examinations, Giorgio spends days in bed cuddling his favorite childhood toy.

Repression

Suppressing painful memories and thoughts

LaShea cannot remember her grandfather's fatal heart attack, although she was present.

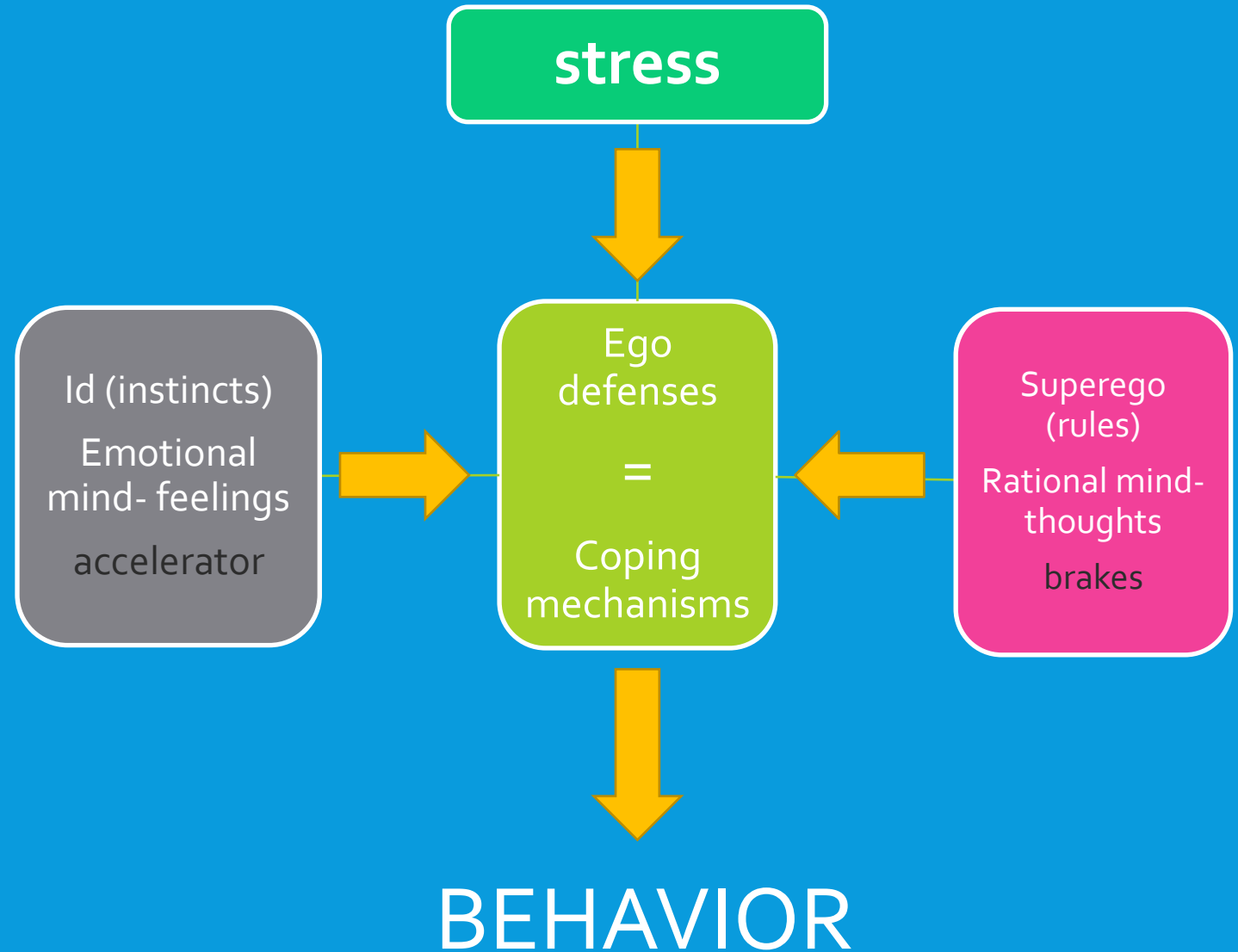
Sublimation

Redirecting unacceptable desires through socially acceptable channels

Jerome's desire for revenge on the drunk driver who killed his son is channeled into a community support group for people who've lost loved ones to drunk driving.

EGO PSYCHOLOGY AND PERSONALITY

- Coping mechanisms and ego defenses are overlapping concepts.
- Ego defenses/coping mechanisms come into play when a person is stressed and there is a conflict between their id and superego.
- If a person has good self-regulating skills their ego is good at mediating conflicts between their id and superego, and they don't often stray too far from the window of tolerance.



OPEN DISCUSSION



The background of the slide features a close-up of an hourglass with white sand, positioned over a calendar. The calendar shows dates 22, 23, 24, 29, 30, and 31. A dark grey rectangular box is centered over the hourglass, containing the text "SEE YOU NEXT SESSION" in white, bold, sans-serif capital letters.

SEE YOU NEXT SESSION

VIDEO

Week 7 of simple





Box breathing

1. PERSONALITY CLASSIFICATIONS OR TYPES



- Personality refers to all those and their psychological traits, dispositions, emotional feelings, thought which are responsible for all our patterns of behaviour and responses in the every day life.
- There are many different personality classification theories and it is very difficult to integrate all and even to give a classification.
- Some studies show the good reliability by "splitting" into which a person is first divided into two parts having the integrated and unorganized (D&K).
- Other classification should be personality dimensions, which concepts, describing individual personality by the psychological level of degree of different features (i.e. D&K)

THE SECRET TO HAPPINESS



**HOW TO STOP
GETTING
TRIGGERED
FOREVER**



DSM ORIGIN STORY



PERSONALITY DISORDERS



7 PSYCHOLOGICAL DEFENCE MECHANISMS

HOW MANY DO YOU USE?



THE MARSHMALLOW TEST





(2)Galen, a prominent Greek physician and philosopher, proposed the theory of the four humors as a way to explain human personality traits and behaviors. According to Galen, the four humors were bodily fluids that influenced a person's physical and mental health. Each humor was associated with specific qualities and characteristics, which in turn influenced an individual's temperament and personality.

The four humors and their corresponding qualities are:

1. Blood (Sanguine): Associated with the element of air, blood was believed to be warm and moist. People with an excess of blood were thought to be cheerful, optimistic, sociable, and energetic. They were considered to have a sanguine temperament, characterized by a love of life and a tendency to be outgoing and spontaneous.
2. Phlegm (Phlegmatic): Associated with the element of water, phlegm was believed to be cold and moist. Individuals with an excess of phlegm were thought to be calm, composed, and peaceful. They were considered to have a phlegmatic temperament, characterized by a laid-back and easygoing nature.
3. Yellow Bile (Choleric): Associated with the element of fire, yellow bile was believed to be warm and dry. People with an excess of yellow bile were thought to be ambitious, assertive, and passionate. They were considered to have a choleric temperament, characterized by a tendency towards leadership, determination, and sometimes aggression.
4. Black Bile (Melancholic): Associated with the element of earth, black bile was believed to be cold and dry. Individuals with an excess of black bile were thought to be introspective, sensitive, and prone to melancholy. They were considered to have a melancholic temperament, characterized by a tendency towards introspection, creativity, and sometimes moodiness.

According to Galen's theory, an imbalance of these four humors could lead to physical and psychological disorders. By understanding a person's dominant humor, one could predict their temperament and tailor treatments or lifestyle recommendations to restore balance and promote well-being.

While the theory of the four humors has been largely discredited in modern medicine, it remains an important historical concept that influenced the understanding of personality and health for centuries.

(3)The Big Five Theory of Personality, also known as the Five Factor Model, is a widely accepted framework in psychology that describes human personality based on five broad dimensions. These dimensions represent the most significant and consistent traits that can be used to describe and understand individual differences in personality. The Big Five traits are often referred to by the acronym OCEAN:

1. Openness to Experience: This trait reflects a person's openness to new ideas, experiences, and ways of thinking. Individuals high in openness are curious, imaginative, and open-minded, while those low in openness may be more traditional, practical, and resistant to change.
2. Conscientiousness: This trait refers to a person's level of organization, responsibility, and self-discipline. Individuals high in conscientiousness are reliable, hardworking, and goal-oriented, while those low in conscientiousness may be more impulsive, disorganized, and careless.
3. Extraversion: This trait describes a person's level of sociability, assertiveness, and energy. Individuals high in extraversion are outgoing, talkative, and enjoy social interactions, while those low in extraversion may be more reserved, introverted, and prefer solitude.
4. Agreeableness: This trait reflects a person's level of kindness, empathy, and cooperativeness. Individuals high in agreeableness are compassionate, trusting, and considerate of others, while those low in agreeableness may be more competitive, skeptical, and less concerned with others' well-being.
5. Neuroticism (or Emotional Stability): This trait refers to a person's emotional stability, resilience, and tendency to experience negative emotions. Individuals high in neuroticism may be more prone to anxiety, mood swings, and self-doubt, while those low in neuroticism are typically more calm, confident, and emotionally resilient.

The Big Five Theory of Personality is based on decades of research and has been found to be a robust and reliable way to describe and measure personality traits across different cultures and populations. While individuals may vary in their levels of each trait, the Big Five provides a comprehensive framework for understanding and studying personality in a systematic and scientifically valid manner

(6)Ego psychology is a school of psychoanalytic theory and practice that focuses on the role of the ego, or the conscious mind, in shaping personality and behavior. It was developed by psychoanalysts such as Anna Freud, Heinz Hartmann, and Erik Erikson as an extension of Sigmund Freud's original psychoanalytic theory.

Key concepts of ego psychology include:

1. **Ego Strength:** Ego psychologists emphasize the importance of a strong and adaptive ego in promoting mental health and well-being. Ego strength refers to the ego's ability to effectively manage internal conflicts, regulate impulses, and interact with the external world in a healthy and functional manner.
2. **Defense Mechanisms:** Ego psychologists study defense mechanisms, which are unconscious strategies used by the ego to protect the individual from anxiety and distress. Understanding defense mechanisms can provide insight into how individuals cope with internal and external stressors.
3. **Reality Testing:** Ego psychology emphasizes the ego's capacity for reality testing, or the ability to perceive and respond to the external world accurately. A well-functioning ego is able to differentiate between inner fantasies and external reality, allowing for adaptive and effective interactions with the environment.
4. **Object Relations:** Ego psychologists explore the individual's relationships with others, known as object relations, and how these relationships influence personality development. The quality of early relationships with caregivers can shape the individual's ego structure and interpersonal functioning.
5. **Developmental Stages:** Ego psychology incorporates developmental theory to understand how the ego evolves over the lifespan. Erik Erikson's psychosocial stages of development, which emphasize the importance of resolving psychosocial conflicts at each stage, are often integrated into ego psychology.

Ego psychology seeks to enhance self-awareness, promote adaptive functioning, and facilitate personal growth and development. By focusing on the ego's role in mediating between the demands of the id (instinctual drives) and the superego (internalized moral standards), ego psychology provides a framework for understanding human behavior, relationships, and psychological well-being from a psychodynamic perspective.

(7) Erik Erikson was a prominent developmental psychologist who proposed a theory of psychosocial development that spanned the entire lifespan. Erikson's theory of personality development consists of eight stages, each characterized by a specific psychosocial crisis or conflict that individuals must resolve in order to progress successfully to the next stage. Here is an overview of Erikson's eight stages of psychosocial development:

1. Trust vs. Mistrust (Infancy, 0-1 year): The first stage occurs during infancy, where the primary task is to develop a sense of trust in the world and in caregivers. Infants who receive consistent and nurturing care develop a basic trust in the world, while those who experience neglect or inconsistency may develop mistrust.
2. Autonomy vs. Shame and Doubt (Early Childhood, 1-3 years): The second stage focuses on developing a sense of autonomy and independence. Children learn to assert their will and explore their environment. If caregivers are supportive and encourage autonomy, children develop a sense of self-control. However, if they are overly restrictive, children may develop shame and doubt.
3. Initiative vs. Guilt (Preschool, 3-6 years): In the third stage, children begin to take initiative in play and social interactions. They develop a sense of purpose and the ability to plan and carry out tasks. If children's efforts are met with encouragement and support, they develop a sense of initiative. However, if they are criticized or feel guilty for their actions, they may develop a sense of guilt.
4. Industry vs. Inferiority (School Age, 6-12 years): The fourth stage occurs during the school years, where children focus on developing competence and mastering new skills. Children strive to meet academic and social expectations. Success in this stage leads to a sense of industry and competence, while failure may result in feelings of inferiority.
5. Identity vs. Role Confusion (Adolescence, 12-18 years): The fifth stage involves the development of a coherent sense of self and identity. Adolescents explore their values, beliefs, and goals to establish a clear identity. Those who successfully navigate this stage develop a strong sense of identity, while those who struggle may experience role confusion and uncertainty.

6. Intimacy vs. Isolation (Young Adulthood, 18-40 years): The sixth stage focuses on forming intimate relationships and connections with others. Young adults seek to establish close, meaningful relationships with partners and friends. Success in this stage leads to intimacy and connection, while failure may result in feelings of isolation and loneliness.
7. Generativity vs. Stagnation (Middle Adulthood, 40-65 years): The seventh stage involves contributing to society and future generations through work, family, and community involvement. Adults seek to make a positive impact and leave a legacy. Those who feel productive and engaged experience generativity, while those who feel stagnant may experience a sense of purposelessness.
8. Integrity vs. Despair (Late Adulthood, 65+ years): The final stage occurs in late adulthood, where individuals reflect on their lives and accomplishments. They seek to find meaning and acceptance of their life experiences. Those who feel satisfied with their lives experience integrity, while those who feel regret and disappointment may experience despair.
- Erikson's theory of psychosocial development highlights the importance of social interactions, relationships, and personal growth in shaping personality and identity across the lifespan. By successfully resolving the psychosocial conflicts at each stage, individuals can develop a sense of competence, purpose, and fulfillment as they navigate the challenges of life.

(8) Dual process theory of personality is a psychological framework that proposes the existence of two distinct cognitive systems that influence behavior and decision-making. This theory suggests that individuals have two separate but interconnected systems: the experiential system and the rational system. Each system plays a role in shaping personality traits, attitudes, and behaviors. Here is an overview of the dual process theory of personality:

1. **Experiential System:** The experiential system is intuitive, automatic, and emotion-driven. It operates based on heuristics, intuition, and emotional reactions. This system is fast, effortless, and often operates outside of conscious awareness. The experiential system is responsible for processing information quickly and making rapid judgments and decisions based on gut feelings and emotional responses.

2. **Rational System:** The rational system is analytical, deliberate, and logic-driven. It involves conscious reasoning, critical thinking, and logical decision-making. This system is slower, effortful, and requires cognitive resources to process information systematically. The rational system is responsible for evaluating evidence, weighing options, and making thoughtful, reasoned decisions based on logic and evidence.

Dual process theory suggests that personality traits and behaviors can be influenced by the interplay between these two cognitive systems. For example:

- Impulsive behavior may be driven by the experiential system, which prioritizes immediate gratification and emotional impulses.
- Reflective decision-making may be driven by the rational system, which considers long-term consequences and logical reasoning.

The interaction between the experiential and rational systems can lead to complex patterns of behavior and decision-making. Individuals may rely more on one system than the other depending on the situation, context, and personal preferences. Dual process theory has been applied to various areas of psychology, including social cognition, judgment and decision-making, and personality psychology. It provides a valuable framework for understanding how different cognitive processes influence personality traits, attitudes, and behaviors, and how individuals navigate the complexities of human behavior through the interplay of intuitive and analytical thinking processes.

(9)The hot-cold empathy gap refers to the phenomenon where people have difficulty accurately predicting their own behavior and emotional responses in a different emotional state or situation. This gap arises because individuals tend to underestimate the impact of emotions on their decision-making and behavior when they are in a "cold" (non-emotional) state, compared to when they are in a "hot" (emotional) state. In other words, individuals struggle to empathize with their future emotional states when they are not currently experiencing those emotions.

Here are some examples to illustrate the hot-cold empathy gap:

1. Food Choices: When someone is not hungry (cold state), they may underestimate how much they will eat when they are hungry (hot state). This can lead to overeating or making unhealthy food choices when hunger kicks in, despite their initial intentions to eat in moderation.
2. Anger Management: In a calm and rational state (cold state), a person may believe they can control their anger and respond calmly in a conflict situation. However, when they are actually in the heat of the moment (hot state), their ability to regulate their emotions and behavior may be compromised, leading to an outburst or aggressive response.
3. Impulse Buying: When shopping online in a neutral mood (cold state), a person may underestimate the influence of emotions like excitement or impulsivity when making purchasing decisions. This can result in buying items they don't need or can't afford once they are in a more emotionally charged state.
4. Procrastination: In a motivated and focused state (cold state), an individual may underestimate the impact of distractions or lack of motivation when they are in a procrastinating mood (hot state). This can lead to delays in completing tasks or projects due to the inability to accurately predict their future motivational levels.
5. Risky Behavior: When not under the influence of peer pressure or social influence (cold state), individuals may underestimate the extent to which they will engage in risky behaviors when in a group setting or under the influence of alcohol or other substances (hot state).

By understanding the hot-cold empathy gap, individuals can become more aware of how their current emotional state may influence their future decisions and behaviors. Being mindful of this gap can help individuals make more informed choices and better regulate their emotions and actions in various situations.

(10) The Stanford marshmallow experiment was a famous study on delayed gratification conducted by psychologist Walter Mischel in the late 1960s and early 1970s at Stanford University. The experiment involved young children who were offered a choice between receiving a small immediate reward (one marshmallow) or waiting for a larger reward (two marshmallows) if they could resist eating the first marshmallow for a certain period of time.

Here is an overview of the Stanford marshmallow experiment and the conclusions drawn from it:

1. Procedure: In the experiment, a child was placed in a room with a marshmallow on a plate and told that they could eat the marshmallow right away, but if they waited for a few minutes without eating it, they would receive a second marshmallow as a reward. The researcher then left the room, and the child was observed through a one-way mirror to see if they could resist the temptation to eat the marshmallow.
2. Results: The study found that children's ability to delay gratification varied widely. Some children were able to resist eating the marshmallow and waited for the second marshmallow, while others gave in to temptation and ate the marshmallow immediately. The time that children were able to wait before eating the marshmallow ranged from a few seconds to several minutes.
3. Follow-up Studies: The Stanford marshmallow experiment was followed by longitudinal studies that tracked the children into adolescence and adulthood. Researchers found that the ability to delay gratification in childhood was associated with various positive outcomes later in life, such as higher academic achievement, better social skills, and lower rates of substance abuse.
4. Conclusions: The main conclusion drawn from the Stanford marshmallow experiment was that the ability to delay gratification is a key predictor of future success and well-being. Children who demonstrated self-control and the ability to resist immediate rewards in favor of larger, delayed rewards tended to have better outcomes in various areas of their lives. This ability to delay gratification is often seen as a form of self-regulation that can lead to better decision-making, goal-setting, and overall life satisfaction.

The Stanford marshmallow experiment highlighted the importance of self-control and delayed gratification in shaping behavior and outcomes over the long term. The study continues to be influential in the fields of psychology, education, and behavioral economics, emphasizing the significance of self-regulation skills in achieving personal and professional

- Ego psychology is a branch of psychoanalytic theory that emphasizes the role of the ego in personality development and functioning. Developed primarily by Anna Freud and later expanded by others, ego psychology focuses on how the ego mediates between the id (instinctual drives), the superego (moral standards), and reality. Some key concepts in ego psychology include:
- Ego psychology posits that the ego develops through various stages and is responsible for managing impulses from the id while also adhering to the demands of the superego and the realities of the external world.
- The ego employs defense mechanisms to protect itself from anxiety and to maintain psychological equilibrium. Common defense mechanisms include repression, denial, projection, and rationalization.
- A crucial function of the ego is reality testing, which involves distinguishing between internal desires and external reality. This helps individuals make appropriate decisions and respond effectively to their environment.
- Ego psychology emphasizes the importance of adaptation to reality. A well-functioning ego allows individuals to adapt to their environment, cope with stress, and achieve personal goals.
- The ego is also seen as central to interpersonal relationships. It helps individuals navigate social interactions and maintain a sense of self in relation to others.
- In therapy, ego psychology focuses on strengthening the ego and enhancing coping strategies. It aims to help individuals understand their defenses and improve their ability to manage conflicts between their desires, moral standards, and reality.
- Ego psychology provides a framework for understanding how individuals balance their inner drives with external demands, contributing to their overall psychological health and functioning.

- Some common defense mechanisms identified in ego psychology include:
- Repression: This is the unconscious blocking of unacceptable thoughts, feelings, or impulses. For example, a person may forget a traumatic event because it is too painful to remember.
- Denial: In this defense mechanism, an individual refuses to accept reality or facts, thereby protecting themselves from uncomfortable truths. For instance, someone may deny the severity of their addiction despite clear evidence.
- Projection: This involves attributing one's own unacceptable thoughts or feelings to someone else. For example, a person who is angry may accuse others of being hostile.
- Rationalization: This is the process of creating logical reasons or excuses for behaviors or feelings that are actually motivated by irrational or emotional factors. For example, someone might justify cheating on a test by claiming that "everyone does it."
- Displacement: In this mechanism, an individual redirects emotions from a threatening target to a safer one. For example, a person who is angry at their boss may come home and take out their frustration on a family member.
- Sublimation: This is a more positive defense mechanism where socially unacceptable impulses are transformed into socially acceptable actions. For example, someone with aggressive tendencies might take up a sport like boxing.
- Intellectualization: This involves focusing on the intellectual aspects of a situation while ignoring the emotional components. For example, someone might discuss a traumatic event in a detached, analytical manner rather than expressing their feelings about it.
- Regression: This is a return to earlier stages of development in response to stress or anxiety. For instance, an adult might throw a temper tantrum when faced with a frustrating situation.

- **Reaction Formation:** This involves expressing the opposite of one's true feelings as a defense against anxiety. For example, someone who feels insecure about their relationship might become overly affectionate or clingy.
- These defense mechanisms help individuals cope with anxiety and protect their self-esteem, but they can also lead to maladaptive behaviors if relied upon excessively. Understanding these mechanisms can provide insight into human behavior and emotional responses.