c. Interaction: when the effect of one variable changes at different levels of the second variable
   i. If it intersects → interaction
8. Interaction and two main effects
   a. If averages are not the same: main effect
      i. How one independent variable affects the dependent variable

Personality Measures

1) Measuring of personality is called assessment
2) Observer ratings: measure of personality coming from someone other than the person being assessed
   a. Interviews
      i. Can be especially insightful if person is asking to talk about something other than themselves → boundaries come down
      ii. In the moment observations vs summative judgements
         1. Thinking about the person as a whole
3) Example of observer ratings
   a. Snoopology: what does your stuff say about you
      i. People portray and betray their personalities by the objects and mementos they surround themselves with
         1. Identity claims: pictures, awards, objects that symbolize a present or hoped for identity
         2. Feeling regulators: don’t send message about our identities but are intended to manage our emotions – art work, pictures of nature
         3. Behavioral residues: reflect our everyday actions (messiness)
   4) Self-reports
      a. People themselves indicate what they are like and how they feel or act
         i. Usually done in concrete, specific way
         ii. Common question types: true false, Likert scales
         iii. Inventories: aims to assess multiple aspects of personality at once – includes many scales in one test
            1. Requires that multiple scales be developed separates before being combined
5) Implicit assessment tests: aim to discover people’s unconscious attitudes or perceptions: often include parts of their personalities they may be ignorant of or try to hide
   a. Typically these tests present stimuli of some sort and then asks the person to make judgements about it
   b. Pattern of responses (often measured in RT, reaction time) informs assessment
   c. Historical example: TAT
6) Subjective vs objective
   a. Subjective measures: interpretation is part of the measure
   b. Example: self-esteem
      i. Subjective measure: do you like yourself? Are you proud of yourself?
      ii. Objective measure: do you look people directly in the eyes when they speak to you, do you smile a lot…
   c. Objective: concrete physical reality that requires no interpretation
7) Reliability
   a. Overall concept of reliability: once you’ve measured or observed something, how sure can you be that you will get the same measurement if you observe it again?
      i. High reliability: high degree of consistency or repeatability
      ii. Low reliability: lots of randomness, error
      iii. Example: an observers watching children’s behavior is a source of error—might be distracted, biased
      iv. Error is remedied by taking lots of different measurements from different angles –using multiple raters/observers
   b. Types of reliability
11) Empirical approach
   a. Raymond Cattell $\rightarrow$ Lexical criterion – used factor analysis to determine most important traits – which are most frequently described / references in language?
      i. The more words for a quality of personality, the more it probably matters
   b. Arrive at sixteen primary factors (traits) $\rightarrow$ 16 Personality Factor inventory

12) Theoretical approach
   a. Hans Eysenck: second order factors
      i. Could types identified by Hippocrates and Galen be created by combining two categories of super traits, neuroticism and extraversion
      ii. Used self-report measures
      iii. Like Cattell, used factor analysis but to see which items loaded well, and to confirm that the scales measured two factors as he predicted
      iv. Traits made up of competent traits, which reflect habits which derive from specific responses
      v. Very similar results to Cattell despite different methodology
      vi. Believed that his two super traits, neuroticism and extroversion, were linked to the central nervous system
   b. Jerry Wiggins: the interpersonal cycle
      i. Set of eight patterns
         1. Core dimensions: dominance and love
      ii. Assured – dominant
      iii. Gregarious – extraverted
      iv. Warm-agreeable
      v. Unassuming – ingenuous
      vi. Unassured
      vii. Aloof-introverted
      viii. Cold-hearted
      ix. Arrogant – calculating

13) Five factor model
   a. Evidence for a five factor model has accumulate for a long time over history, from a multitude of studies, using a vast array of methods, performed across hundreds of cultures
   b. Enormous differences in interpretation of big five traits. Depends on how they are measured. Labels are often misleading
      i. First factor: extraversion (assertiveness, spontaneity, energy, dominance, confidence, propensity towards happiness)
         1. Often conveys sense of sociability, but this is not its defining characteristic
      ii. Second factor: neuroticism (tendency to experience anxiety, general distress)
         1. High level of agreement among researchers
      iii. Third factor: agreeableness (concern with maintaining relationships, nurturance, emotional supportiveness, inhibition of negative affect)
         1. Opposite of this conveys oppositional, antagonistic quality, hostile, use displays of power as ways of resolving social conflict, tend to experience more conflict as well
      iv. Fourth factor: conscientiousness (will to achieve, will, constraint, responsibility, planning, persistence, purposeful, striving)
         1. Lack of agreement among theorists above what this trait really means – most agree name is misleading
      v. Fifth factor: openness to experience (intellect)
         1. Very large amount of disagreement about what this entails. Most believe it measures some element of intellect / intelligence. Some argue that it only opens imaginative / creative intelligence, not logical intelligence. Others argue the two are correlated and so OTE really captures both, despite the name, yet both types of intelligence are related to different parts of the brain

14) Further developments of the big five
   a. Extraversion
      i. Related to having social impact
         1. Unlike agreeableness, predicts tendency to assume leadership roles
1. Leads to competition, maybe violence

19. Criticism of Buss
   a. Are differences in mate selection strategy truly genetically determined or are they actually a function of the society we live in

20. Social constructionist theories of gender differences
   a. Social constructionist views argue sex is an arbitrary “artificial distinction”
      i. Mead’s well-known conclusion from her observations of behavior in three societies was that man, if not all, of the personality traits which we have called masculine or feminine are as lightly linked to sex as are the clothing, the manners, and the form of head-dress that society at a given period assigns to either sex
      ii. From this perspective, gender is constructed within cultures in response to the particulars of the local situations and histories

21. Biosocial theories of gender differences
   a. Alice Eagly: Social Role Theory
      i. Attributes current sex differences to the labor division between men and women
      ii. Emphasizes the social component of sex differences operates around the idea of correspondence inference, which is the tendency to ascribe a person’s behavior to her or his disposition or personality and to underestimate the extent to which situational factors elicited the behavior
      iii. Eagly suggests that men and women were constrained to certain roles in the work force and then assumed to embody the psychological characteristics of those roles without exception

22. Genes and problem behavior
   a. Compared to DZ twins, MZ twins show higher concordance rates of
      i. Schizophrenia (50% concordance among MZ twins, only 9% among DZ twins)
         1. Concordance: similarity of diagnosis
         2. Suitable context needed for expression
      ii. Bipolar disorder
      iii. Alcoholism
      iv. Antisocial behavior / adult crime
   b. Important to recognize that genetic contributions may be strong, they are in no way absolute
   c. Conflict between biological and cultural evolution

Biological Processes and Personality

1. The cerebral cortex: memory, attention, perception, awareness, thought, language and consciousness
   a. Prefrontal cortex: planning
   b. Personality resides

2. The autonomic nervous system
   a. Brain and spinal cord
   b. Sympathetic nervous
      i. Exciting things
   c. Parasympathetic nervous system
      i. Slowing things down

3. Eysenck’s view on brain functions
   a. E saw personality composed largely of two super traits – neuroticism and extraversion
   b. Saw the difference in the cerebral cortex
      i. Introverts: quiet, calm, higher cortical arousal
         1. Easier for them to become overwhelmed
      ii. Extraverts: outgoing, uninhibited, immersed in social activity, lower cortical arousal
   c. Evidence from vigilance and drug studies
      i. Introverts more vigilant, need more of a depressive to become un-alert than extroverts, less of a stimulant to become alert
      ii. Highly neurotic people are highly aroused in emotion centers of brain (more of what they are)

4. Gray’s biopsychological theory of personality: BAS
i. Actively fighting against becoming aware of unconscious conflicts, impulses
d. Transference: problematic feelings toward significant others in patients life “transferred” to therapist
e. Insight: emotional catharsis
   i. Re-experiencing of the emotional reality of repressed conflicts

11) Criticisms and final thoughts
   a. Most criticisms stem from the highly symbolic, metaphorical, flexible nature of Freud’s writings, which make it difficult to measure and directly test
   b. Also criticized for heavy reliance on cases studies which don’t necessarily generalize to population as a whole
   c. Resurgent interest in many of his ideas though – specifically those related to the important and function of the unconscious (Bargh)

Psychosocial Theories

1) Nonanalytic theories: focus on ego rather than Id
   a. Robert White: effectance motivation and competence motivation
   b. Alfred Adler: feelings of inferiority
c. Ego control
d. Ego resiliency: Angela Duckworth and Grit
e. Object relations theory

2) Object relations theory
   a. One person’s relationship to others
   b. Ego develops bonds to external objects (people) → basic ego function
   c. Two basic themes:
      i. Person’s pattern of relating is laid down in early childhood
      ii. These patterns recur over and over again throughout our lives
d. Margaret Mahler
   i. An infant’s begin in a state of Symbiosis and progress to Separation – Individuation at about 6 months
   ii. Conflict between desire for complete merger with mother and fear of losing self within her continues as a theme of personality throughout the lifetime
   iii. Mother’s style of parenting has great repercussions in terms of whether or not child learns healthy sense of individuality or develops separation anxiety
      1. Should combine emotional availability with a gentle nudge towards independence
      2. Too much → separation anxiety
   iv. Age 3, child develops sense of mother symbolically that he/she can carry even when mother is not physically present. Object relation is internalized
      1. Will generalize this to other people as well, and the entire world

3) Selfpsychology
   a. Heinz Kohut: very similar to object relations theory
   b. Relationships form the structure of the self
c. People have an essential narcissism, self-centered needs that must be fulfilled through others – self objects
   (any person as he or she is experienced within the structure of the self)
d. Parents engage in mirroring → giving support to the child and responding in an empathic, accepting way
   i. Gratifies the child’s narcissistic needs
   ii. Healthy: channeled into reality
e. Transference: transfer the orientation you’ve developed to your parents to other people

4) Attachment styles
   a. Secure: 56%; attachments marked by trust / other will continue to provide love and support
   b. Anxious / ambivalent: 19%; fear of abandonment, feeling ones needs aren’t being met
   c. Avoidant: 25%; defensive attachment from others

5) Attachment theory
   a. John Bowlby: attachment style to parents as forming core of personality. Through relating to parents, children form working models of relationships
   b. Mary Ainsworth: Strange Situation Procedure