

PSYCHOLOGY OF PERSONALITY

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(Following order of Carver and Schier Text)

**EXAMPLE
TUTORIALS**

The Self-Regulation Perspective

Optimal Study Practice

Remember - these tutorials have been designed to put the theories you are learning about into practice. There are 3 key goals in these tutorials:

- 1) Applying the content will help you to better understand the concepts and therefore help to solidify the ideas in your mind. This will help learning.
- 2) The ability to apply what we're learning will be very helpful in your future careers, even if they have nothing to do with psychology per se. These are the kind of applied activities that are really good examples to use in interviews.
- 3) Give you practice in working with others and developing your communication skills.

Using the slides provided, review the summary of the Self-Regulation Perspective. You can use any of the content from the relevant chapter/lecture in this activity, but we will only review some of it and very briefly.

- Beliefs, attitudes, intentions and behavior
- Goal setting
- Goal vs. Implementation intentions
- Feedback control
- Expectancies
- Partial Disengagement
- Approach and Avoidance

Remember the goal vs. implementation intention difference. This will give you much more detail to include in your plans.

The Scenario

As a student, your reasons for attending university may be different from your classmates. You may want to learn, you may want to get a qualification, you may want to please your parents, etc. Whatever your reasons, we're going to assume that you want to do well, however you define well (e.g. good grades, minimal stress, enjoying learning etc.).

Use the Self-regulation Perspective to clarify and quantify your goals. Break into groups of three or four to discuss the problem in light of the Self-Regulation Perspective.



The Big 5

Recruiting the Best Team

This tutorial was created in collaboration with Barb Lawrence, an HR manager. She regularly has to recruit teams of people for key strategic activities. She uses her understanding of the tasks at hand as well as her understanding of personality to choose teams that will work effectively, efficiently, and with minimal emotional upset!

Review the key concepts of the lecture/readings.

- Types and traits
- The 5 Factor Model
 - Openness
 - Conscientiousness
 - Extraversion
 - Neuroticism
 - Agreeableness
- Factors and Behaviour
- Traits, Situations and Interactionism

The scenario

People often have to work in teams, made up of people with a variety of jobs or skills. This allows the team to tackle many different tasks. People who have different jobs may also have very different personalities (those personalities may be related to the jobs they've chosen). This means that every team could be made of different personalities.

We want a team with a broad range of skills, but we also want a team that is going to get along and work well together.

You must hire a team of people whose task it will be to create and implement a multi-media campaign for the Heart and Lung Foundation. You have been given information for a list of candidates and from this pool you must select:

1. *ITS Specialist*
2. *Marketing Specialist*
3. *Medical Doctor*
4. *Administrator*
5. *Project Manager*

*Choose the team that you think will work together most **effectively** using your understanding of the Big 5 personality traits.*

The Candidates

ITS Specialist:

Bernie is a 32 year old ITS specialist. He has worked in the same IT department 8 years. He has been described as dependable if somewhat predictable. He is not very co-operative and prefers to work alone. He is not assertive and prefers being given a clear task with detailed instructions.

Rohan is a 25 year-old who graduated from his degree at the end of 2014. While he has a sound understanding of the inner workings of computers and network theories, he struggles to put these into practice. He does not pay a great amount of detail to his work and is sometimes described as “sloppy.” Because he is very talkative and has a great sense of adventure, people are naturally drawn to him and they enjoy his company.

Marketing Specialist:

Jennifer is a 32 year old, extremely innovative marketing specialist and has worked in her field for over 8 years. She manages her time well, which means that she is always able to meet client deadlines and also enjoys getting to know her clients. She is very sociable and is often described as “bubbly” and charismatic.

Scott is an energetic 24-year old who has just finished his Marketing degree for which he achieved excellent marks. He is extremely focussed and organized, but can at times be too obsessive and lacks the ability to be overly flexible. He also considers himself a “loner” and can at times be self-obsessed.

Medical doctor:

David is a 42 year-old doctor who is subdued and self-disciplined in his practice of medicine. He is compassionate with both his patients and colleagues and has a calming influence over the office. Patients feel comfortable discussing their medical concerns.

Ingrid thinks outside of the box and is very flexible in her approach to medicine. She is adventurous and inquisitive and as a result does not follow a strict routine. She often spends double the amount of time working patients learning so that she can get a full picture of their personality and symptoms.

Administrator:

53-year old Lisa is a mother two teenagers, who has worked as a personal assistant and administrator for the past 20 years. Her experience has ensured that she keeps a keen eye for detail and as such Lisa sets out a to-do list every morning so that no task is left incomplete. Lisa is approachable, helpful and often takes on a maternal role in the office.

Jessica is 22-year old budding actress. She has worked as an administration assistant up until now and is looking to move onto a full-time administration role as her theatre roles are inconsistent and often don't pay well. Jess loves chatting to her colleagues and joking around and she is sometimes referred to as the office clown. While she is fun to have around, co-operates with her teammates and is easy going, she can be unreliable. She occasionally calls in sick after a late production the night before.

Project Manager:

Michael has managed numerous multifaceted projects for the last 20 years. He is analytical and cautious in his approach in managing projects, and takes a very hands-on approach. He often does not trust that others will perform duties to his standard and struggles to delegate tasks. As such he prefers to work independently as he is quite detached from people.

Thirty-year old Belinda has delivered every project on time. She always strives for achievement and customer satisfaction. She is also very reflective of previous projects' weaknesses and strengths. Because of her rigid timeframes, she can be quite reactive when things do not go according to plan and is often closed-minded.

The Motive Perspective

Advertising – Know Your Audience

This tutorial was designed in collaboration with Derek Craig, Director of *10 Feet Tall*, a Creative Advertising and Marketing Agency based in Melbourne. He explains that when creating an advertising campaign, it is imperative to know your audience – not just knowing what they are like, or what they say they want, but knowing the motives underlying their behaviour.

Review the key concepts of the lecture/readings.

1. Dispositional Motives
 - a. Need for Achievement
 - b. Need for Power
 - c. Need for Affiliation
 - d. Need for Intimacy
2. Approach and Avoidance

The Scenario

- You are given a brief to create an advertising campaign for a new luxury hybrid SUV.
- The market research suggests the target audience will be middle class parents ranging in age from 30 – 40.
- Using your understanding of the motive theory of personality, create an effective ad for this target audience.

What do you think the motives of this target population are? Are there gender differences? Age differences? Are there other parameters that might be relevant?

Come up with some ideas for the campaign that would reflect meeting these motives.

Genetics and Evolution Perspective

Media/Science Communication

This tutorial was designed in collaboration with colleagues from the Science Communication Program at ANU. This tutorial is designed to get you thinking about how you would accurately explain some difficult and frightening concepts to a particular group who may be sensitive to the information and what it may mean for them personally.

Science Communication is about explaining what we know, and **more importantly** the limitations of what we know.

Review the key concepts for the topic:

Genetically influenced qualities

- Temperaments
 - Activity
 - Sociability
 - Emotionality
- Inheritance of Traits

Nature via Nurture

- Gene by environment interactions
- Environmental effects on gene expression
- Molecular genetics

The Scenario

You have been asked to attend a New Mothers Group to explain to them the genetic and evolutionary perspective of personality. These are first time mothers who are highly anxious about their babies' futures, and torn between the potentially hopeless genetic perspective and the overwhelming responsibility of the environmental perspective.

What are the key points you will want to be certain are clear? What do you think is most likely to be misunderstood?

The Psychoanalytic Perspective

Eye on the Prize

This tutorial was created based on a discussion many years ago with my clinical mentor Dr. Jack Ferrari (yeah, it's a pretty awesome name). Jack was near retirement when I worked with him and had a very broad understanding of psychological perspectives from Freud to CBT. Each week he presented an issue/client and we would explore it/them from a different perspective.

Review the key points of the lecture

1. Structure of the psyche
 - a. Id
 - b. Ego
 - c. Superego
2. Defence Mechanisms
 - a. Rationalization and intellectualization
 - b. Displacement and sublimation
 - c. Repression
 - d. Denial
 - e. Projection

The Scenario

One of your co-workers is kind of a jerk. He is quite abrasive and says things that are on the verge of hurtful. You've recently been given a very minor promotion and have been nominated to deal with this co-worker. When you speak to him, he denies ever being rude and argues that he is "just being honest".

Consider this co-worker in terms of his ego, id and super ego. Then consider his possible defence mechanisms.

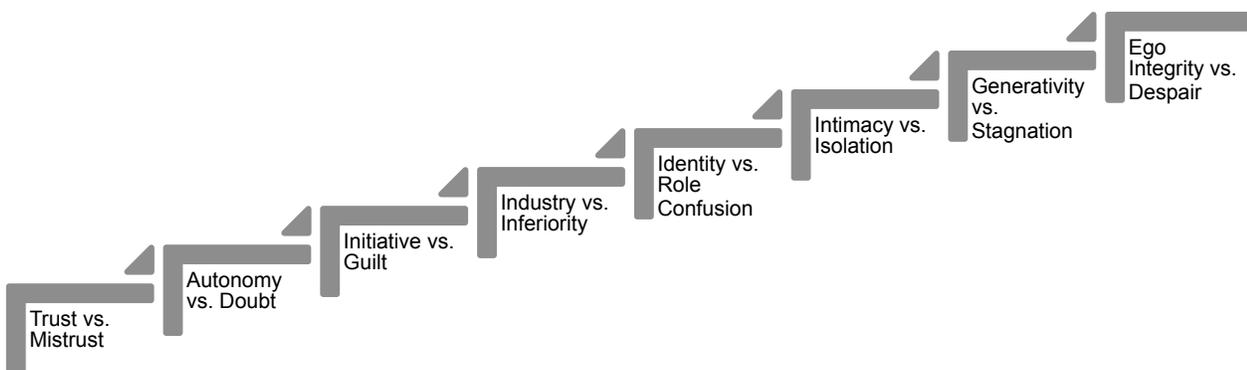
How would the psychoanalytic perspective explain his behaviour and what are some ways you might be able to address them?

The Psychosocial Perspective

The Story of A Lifetime

This tutorial was created in collaboration with Dr. Lori Harper, a colleague from Canada who works for Alberta Mental Health in the Older Adults Program. There are many adult day programs and services, and despite people assuming that older adults are not interested in psychotherapy, the highest enrolment and best attendance I've ever seen has been with older adults. There are many theories that suggest helping older adults to work through a life review can help them to resolve past issues and minimize current anxieties (e.g. about ageing, death etc.).

- Review Erikson's theory of Psychosocial Development
- Ego identity, competence, and the experience of crises.
- Psychosocial Stages/Crises



The Scenario

Reminiscence therapy is a very effective activity to help older adults reflect on their lives and to consolidate and process the issues they face in late life.

Using your understanding of Erikson's psychosocial stages, create an 8 week (e.g. 1 stage per week) group program to foster discussion and reflection on their CURRENT situations.

E.g. Stage 1 – Trust vs. Mistrust. You might create a session around this and ask the older adults what they learned as infants? You could guide them to think about how they had to trust their caregiver to feed them. Then you can link it to their current situation, who do they need to trust now and for what?

The Learning Perspective

Urban Planning – The Nightmare of Parking

This tutorial was created in collaboration with Booroondara Council Member Phillip Mallis. He is currently completing his undergraduate degree in Urban Planning. I contacted him to ask for a real-world, and timely problem that he faces as a council member and this is what he came up with.

Review the concepts from this week's topic.

1. Classical Conditioning
2. Operant Conditioning
 - a. Reinforcement and punishment
 - b. Discrimination, generalization and extinction
 - c. Schedules of reinforcement
3. Social Learning
4. Observational Learning

The Scenario

Citizens of your council area continually complain about insufficient parking. Increasing parking would likely require demolishing buildings or scarce green spaces – and this is simply not an option. While it is true that there is limited parking in high activity areas (e.g. next to major shopping areas) there is available parking within a few blocks of those areas. This may require walking for 10-15 minutes or taking a tram for 1 or 2 stops.

Given your understanding of the learning perspective of personality, devise a community awareness publicity campaign to encourage residents to park farther away and walk or take a tram.

Self-Actualisation Perspective

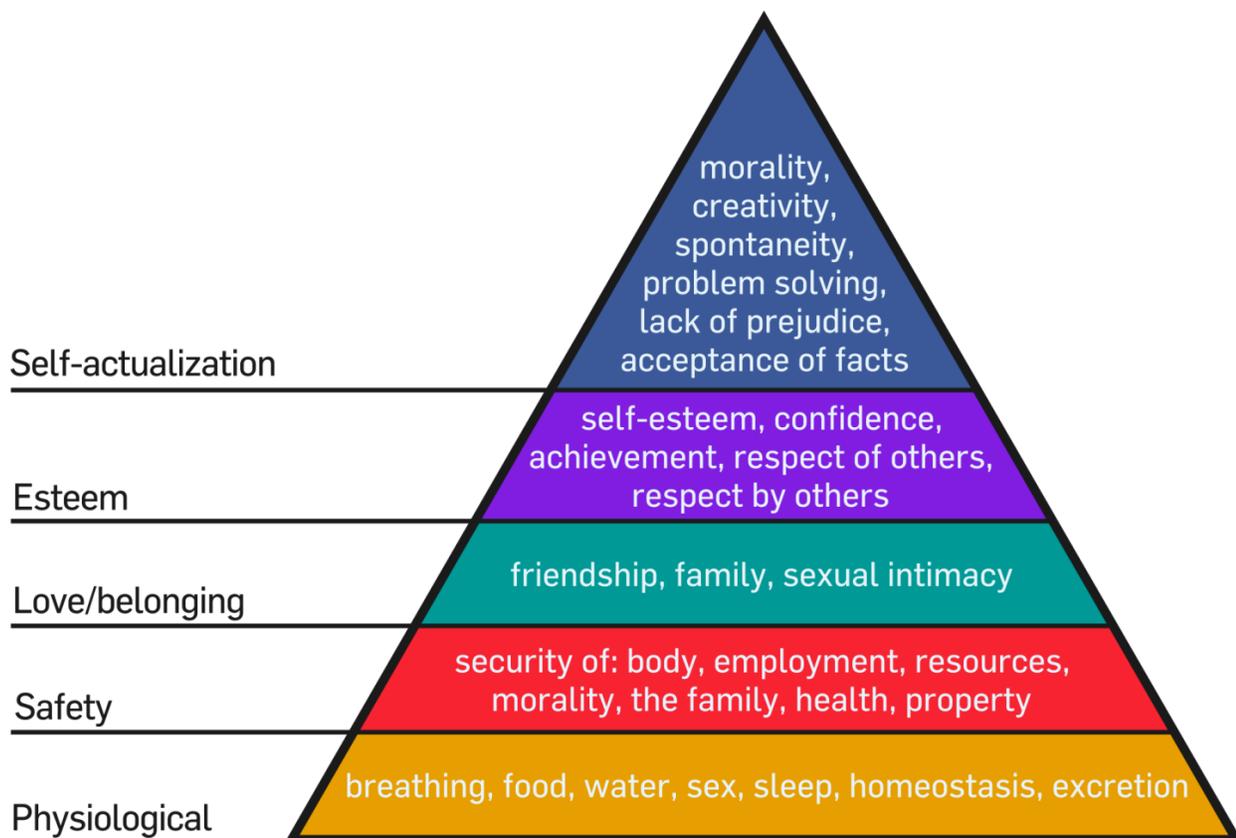
Bad Behaviour in the Military

This activity was designed in collaboration with Anne Goyne from the Centre for Defence Leadership and Ethics of the Australian Defence College.

The biggest issues facing the ADF right now are institutional violence, sexual harassment and bullying.

The leaders of this organization must act to resolve this effectively. Their own level of self-actualisation may influence their ability to do so.

Review the levels of the self-actualisation hierarchy.



Most leaders in the Australian Defence Force will have met the first level on the hierarchy, and possibly on the second, but consider leaders at top 3 levels.

Describe that person, how they would interact with others – their peers, their seniors and the people who serve under them. Consider how they would view an instance of bullying, sexual assault or institutional violence. How would they deal with the perpetrator and the victim?

The Cognitive Perspective

Health Promotion

This project was created in collaboration with Terry Martin, Public Health Officer - Dandenong Council.

Meeting Public Health regulations requires everyone on staff to follow the rules and guidelines – failure to do so results in fines and possibly closure. Even if you're able to keep your establishment open, a food poisoning incident that makes the news could destroy your reputation.

Review the key points of the Cognitive Perspective of Personality

1. Schemas
2. Memory
 - a. Semantic
 - b. Episodic
 - c. Scripts
 - d. Procedural Knowledge
3. Self-schemas
4. Attribution
5. Priming
6. Connectionism
7. Explicit and Implicit

The Scenario

You are a supervisor in a large, popular café. It is always busy and you have a number of staff that you are responsible for including wait staff, food prep staff, baristas and general kitchen staff. You have developed a good working relationship with these staff members, but occasionally you struggle because you are quite young and not always seen as “the boss”.

Your manager has noticed the staff are not consistently compliant with the food safety regulations and has told you that you must get them to change their behaviours or people will be fired – possibly you!

Using your understanding of the Cognitive Perspective, how do you get your team to start complying with the regulations while maintaining a good working environment.

Review

Same Scenario – Different Perspective

1. Student experience of these tutorials
 - a. What was difficult?
 - b. What was useful?
 - c. Feedback?
2. Review
 - a. Break into groups
 - b. Choose one of the scenarios and explore it using a different theory/perspective.