

THE  
PSYCHOLOGY  
OF  
PERSONALITY



GUSTAV  
KLIMT

BERNARDO J. CARDUCCI

# *The* **PSYCHOLOGY** *of* **PERSONALITY**

**VIEWPOINTS, RESEARCH, AND APPLICATIONS**

Bernardo J. Carducci  
*Indiana University Southeast*



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*The*  
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*PERSONALITY*

**VIEWPOINTS, RESEARCH, AND APPLICATIONS**

### About the Cover

*“The Kiss” was painted by Gustav Klimt (1862–1918), a turn-of-the-century Viennese painter noted for his use of vibrant colors and striking and sensual images. I personally selected this painting for the cover of the book because it is my favorite work of art. In this painting, you get a sense of Klimt’s passionate personality for art, for love, and for life. I have tried to emulate some of Klimt’s passion in the writing of this book.*

B.J.C.

*For Rozana,  
a loving daughter who always made me  
feel like a dad, even when the many miles  
between us made me just a father.*



#### ABOUT THE AUTHOR

Bernardo J. Carducci (Ph.D., Kansas State University, 1981) is professor of psychology at Indiana University Southeast, where he has taught classes on personality psychology, psychology of adjustment, and introductory psychology for the past 18 years. He is a fellow of Division 1: General Psychology and Division 2: Teaching of Psychology of the American Psychological Association, past national president of the Council of Teachers of Undergraduate Psychology, member of the *Journal of Business and Psychology* editorial board, and the director of the Indiana University Southeast Shyness Research Institute. In addition to his research interest in the study of shyness, Bernie's professional writings related to such topics as teaching activities to enhance classroom instruction, student development, and career opportunities for psychology majors have appeared in *Teaching of Psychology*, *Teaching Psychology: A Handbook*, and many American Psychological Association-sponsored publications on teaching. For the past ten years, eight of those as treasurer, Bernie has served on the Board of Directors of the Southern Indiana Transitional Shelter, which provides independent-living housing to abused women and their children. A lover of all types of music, Bernie finally decided to try his hand at becoming a musician and, against the advice of family and friends, started accordion lessons four years ago at the age of 41. On starting to play the accordion at his age, Bernie said, "Trying to learn something totally different, like playing the accordion, has given me a greater appreciation for students who are taking a course in personality psychology for the first time. It has helped me to become a more sensitive teacher and writer, but has done nothing to improve the quality of my playing of the accordion."

## *The “Personality” of this Personality Textbook: Special Features of this Book*

When I initially began to consider writing a personality text, one of the first things I had to do was to think about the type of text I wanted to write. I began working on this book by looking at the personality textbooks I had used in my classes in the past and other books already available. When examining these books, I discovered that personality textbooks, like the personalities of various people, are very different from one another. Again, like people, it was as if each textbook had its own “personality,” or characteristic way in which the material was presented. While each of these books did a good job in its own way, they did not provide the balance of personality theory, research, and the application of personality psychology in a manner consistent with what I wanted to present to the students in my classes. Because I could not find a book with the right “personality,” I decided to write this book.

After deciding to write this book, I then had to think about the personality of this text. Thus, I not only had to think about what I wanted to say in the book but how I was going to say it. Following much consideration, I decided that I wanted to write a book that would have a style, or personality, that would be different from the other personality textbooks. More specifically, I wanted to write a textbook that would provide a balanced coverage of personality theory, research, and applications in a manner that would be interesting to read, easy to learn from, and convey the enthusiasm I have for the field of personality psychology. In developing the type of book I

had in mind, I decided to include a number of special features. A brief description of these features is presented in the following paragraphs. In a sense, these special features are the characteristics of this book’s personality.

### *Special Learning Aids: To Ease Your Efforts and Maximize Your Success*

This textbook has a number of built-in learning aids that are specifically designed to make it interesting to read, as well as to maximize your understanding of the material presented. For example, each chapter starts with a chapter overview, which is designed to provide a quick synopsis of the material to be covered in the chapter. Throughout the book, the important terms are in **bold print**, like this, and are defined at the end of each chapter. Providing you with these definitions at the end of the chapter will make it possible for you to get the meaning of important terms without having to interrupt your reading to turn to the glossary at the end of the book. At the end of each chapter, a summary of the chapter will be presented. A review of this summary after reading the chapter will serve to remind you of the major points discussed.

*The Use of Examples: Variety is the Spice of Life.* When reading this book, you will notice a few things about my writing style. One of the first things you will notice is that I have tried to supplement the material with a number of examples. Some of the examples



will occur in parentheses within the sentence you are reading while others will be much more elaborate. Providing you with these examples will help make the material more concrete and, therefore, more meaningful and easier to learn. I have tried to select examples that not only illustrate the point being made or the concept being presented but also have some relevance to the type of “everyday living experiences” most of us have probably encountered. As you will see, these examples involve family, friends, and lovers; work, school, and leisure activities; and psychology, sociology, biology, criminology, medicine, business, marketing, nursing, education, and human resources, to name just a few. Through the extensive use of examples, I wanted to show you how this book is not only a textbook about personality psychology but about life in general.

*The Use of Tables and Figures: A Picture is Worth a Thousand Words.* You will also notice that I have included a number of pictorial and other visual aids in the form of photographs, tables, and figures. All of the photographs in this book have been selected by me to help illustrate in a more dramatic way a particular point being made in the book when words alone would not do (see the photograph on page 111). Some of the tables will contain material summarizing the important points of particular sections of each chapter (see Figure 3.5 on page 75). When reading this book, it is possible for you to make sure you have mastered all the major points in a specific section by reviewing the material presented in these summary tables before going on to the next section. Some of the figures you will see will be used to illustrate certain concepts that are better understood when presented visually than simply reading about them (see Figure 1.1 on page 6). Other tables, figures, and graphs will be used to summarize the statistical results of research being discussed (see Figure 1.3 on page 18).

*The Use of Box Inserts: Boxing Your Ears Off.* Another special learning aid of this book is the material presented in the “boxes.” These boxes are designed to highlight and extend the presentation of specific material that I believe you will find of special interest. You will notice three distinctively different types of boxes. One type of box insert is entitled “Applications in Personality Psychology” (see Application box on

page 8). These Application boxes will present examples of how personality psychology has been applied to a variety of interesting and important areas, as well as demonstrating the relevance and implications of personality psychology in our lives.

A second type of box insert is entitled “You Can Do It” (see page 45). In these boxes, you will have the opportunity to complete a variety of exercises and projects designed to illustrate specific concepts discussed in the text. All of these exercises and projects are safe, ethical, and do not require any elaborate apparatus. Completing the exercises in these boxes will give you a feel for what it is like to do your own personality research.

The third type of box insert is entitled “A Closer Look” (see page 33). These boxes will include in-depth examples and illustrative material of certain concepts and topics being presented. In addition to providing you with a better understanding of the material, these boxes will make it possible to take “a closer look” at a selected number of special topics by developing them in more detail without disturbing the overall depth of coverage of other topics.

Thus, the special features of this book are designed to give it its own personality. These features are also designed to make this book interesting and informative to read and a book from which it is easy to learn. Finally, These features are designed to make this book fun and to convey the enjoyment I have when I teach, write, and talk about personality psychology.

### *Beyond The Psychology of Personality: Getting Your Money's Worth*

One of the most frequent comments I hear students make about their textbooks is the high price they must pay. Such comments are not only common but also very familiar; I can remember making those same comments. While the pricing of this textbook is beyond my control, I have decided that I would deal with the price of textbooks by writing a book that would allow you to maximize your return on your initial investment. More specifically, I have tried to write a book that is not only about personality psychology but many other aspects of life as well. As such, I have tried to present you with information that will not only be of benefit to you for this course in personality psychology but other courses you will take throughout your college career. I believe you

will find this book to be a valuable source of ideas as well as a reference book to help you write speeches and term papers in your other classes both inside and outside of psychology. I hope you will get your money's worth out of this book by using it again and again. I also hope that you will talk to friends, co-workers, family members, and acquaintances about what you are reading and learning from this book. Sharing what you are learning from this book will not only help you to learn the material better, but it will also help you to get more value for what you paid. The more people who benefit from what is written in this book, the greater the return on your initial investment. More specifically, you can share this book and the knowledge you have gained from studying it with others to help them see how personality psychology can be applied to their college career and beyond. In my view, keeping this book to use in your other classes and sharing it with others is the highest compliment you could pay to an author of a textbook. I hope my efforts are worthy of such a compliment from you.

*The Pervasiveness of Personality Psychology:  
On Knowing How and Where to Look*

By reading this book, I hope to make it possible for you to realize that personality psychology is all around you. All you have to do is know how and where to look for it. With the help of this book and your instructor, you should be able to start viewing the world through the eyes of a personality psychologist. Is such a view better than others? All I can say is that my life is much more interesting and exciting since I have become involved in the study of personality psychology. I hope my sense of excitement and enthusiasm is contagious.

While I realize that personality textbooks, unlike people, really do not have personalities, after spending so much time and energy, after all of the good times and bad times, after all of the pleasant and unpleasant memories I have associated with writing this book, I have almost come to view it as a unique person with a unique personality for whom I care a great deal and want other people to like, as well. With this in mind, let me say that I have made every attempt to write a textbook that will give you a thorough coverage of the field of personality psychology in a manner that you will find interesting and with special features that will make it possible for you to get the most out of this book in the time you spend reading it. I hope that this book meets with your approval.

*A Request For Help: Let's Keep In Touch*

I would like to hear from you. Do you have examples, ideas for topics, or constructive criticism? If you care to contact me, here is how I can be reached:

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I look forward to hearing from you soon. And, I wish you continued success. Let's keep in touch.

Best regards,  
Bernardo J. Carducci

## ACKNOWLEDGMENTS

# *Some Words of Thanks*

While the many hours I spent alone at my computer might suggest that writing this book was an individual effort, nothing could be further from the truth. I would like to acknowledge those individuals who had a hand in making this book possible, whether they were aware of their contribution or not.

Madora Manson was a high school art teacher who always saw artistic greatness and a creative personality in the efforts of all of her students, even those without any artistic talent, like me. Chris Cozby was the person who sparked my initial interest in the study of psychology when I was an aimless undergraduate seeking a college major after my dismal attempt to play college-level football led me to reject physical education as a major. Stanley Woll taught an undergraduate course in personality theories that excited my interest in the study of personality and served to solidify my career choice—to be a personality psychologist. Bill Griffitt taught me how to be a personality psychologist during those many informal discussions in his office. Whenever I asked, David G. Myers shared his advice about the behind-the-scenes process of writing a textbook so that I could take his vast experience and turn it into my experience.

I would like to acknowledge the support of Indiana University Southeast for creating the type of environment that makes writing a book possible. Within the university, there are several people whose efforts I must acknowledge. I want to thank Thomas P. Wolf, my “boss,” who understood when I

seemed to be preoccupied with other concerns but never stopped asking “How’s the book?” Brigitte Colligan and Lesley Schulz provided clerical and editorial assistance that kept many versions of the manuscript flowing. A special debt of gratitude goes to Gabrielle Carr, Jacqueline Johnson, Dennis Kreps, Marty Rosen, Kevin Peers, and especially Nancy Totten, who are all reference librarians that, I am convinced, searched from here to the moon to obtain many of the reference sources I needed to write this book. To them, I owe a tremendous debt of gratitude.

Bob Jucha was the acquisition editor of the book and guided me through the initial rough spots. Marianne Taflinger welcomed my book to Brooks/Cole with generous warmth and support that made me realize right away that she was someone who really understood what I was trying to do with my book. Marianne did everything you would expect an editor to do and more. Karen Ralling served as production editor and made sure all of the important tasks were done on time with a sense of calm and decisiveness that seemed to override my tendency to procrastinate. Vernon Boes designed a magnificent book cover based on my favorite work of art. Gary Hespenheide and his staff at Hespenheide Design created a very “reader friendly” page format throughout the book. Lillian Campobasso managed all of the details required to secure the necessary permissions for the copyrighted material used in the book. Faith Stoddard managed the production of the *Student Study Guide* and *Instructor’s Manual* that

supplement this textbook and serve to complete the "total package" for *The Psychology of Personality*.

I would also like to acknowledge those individuals who served as manuscript reviewers and provided me with a variety of insightful comments that helped to make my words into a book. These individuals are: Dr. Joel Aronoff, Michigan State University; Dr. Michael D. Dwyer, Baldwin Wallace College; Dr. Jon B. Ellis, East Tennessee State University; Dr. Anthony Fazio, University of Wisconsin–Milwaukee; Dr. Colleen Gift, Highland Community College; Dr. William Griffitt, Kansas State University; Dr. W. Bruce Haslam, Weber State University; Dr. Thomas Holtgraves, Ball State University; Dr. Gale F. Hicks, Eastern Washington University; Dr. Scott Huebner, Georgia State University; Dr. Trina Nahm-Mijo, Hawaii Community College; Dr. Ronald E. Riggio, Claremont McKenna College; Dr. Thomas Schoeneman, Lewis and Clark College; Dr. Jane Spain, High

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Like I said, this book is the product of many individuals. The personality of each of these individuals has found its way into this book about personality psychology, and this book is much better as a result of their efforts. To all, once again, I say, "Thanks."

Bernardo J. Carducci

# Contents

## PART ONE

### THE SCOPE AND METHODS OF PERSONALITY PSYCHOLOGY

#### CHAPTER I

### THE PSYCHOLOGY OF PERSONALITY: AN OVERVIEW TO THE STUDY OF THE PERSON

*Chapter Overview: A Preview of Coming Attractions*

*Defining Personality: Putting the Word Personality into Words*

*Common Features of Definitions of Personality: Uniqueness, Consistency, and Content and Process*

Uniqueness of the Individual

Consistency of Behavior

Content and Process of Personality

*The Scope of Personality Psychology: What Personality Psychologists Do*

Theory Development: Viewpoints of Personality

Personality Research: The Testing of Theory

Personality Development: The Emergence of Personality

Personality Assessment: The Measurement of Personality

Applications in Personality Psychology: Putting Personality Psychology to Use

*Research Methods in Personality Psychology: Three Approaches to Studying Personality*

The Clinical Approach: Probing the Depths of the Individual

The Case Study: An Individual Analysis

The Individual Interview: Information for the Asking

Analysis of Personal Documents: A Look at Personal Statements

Evaluating the Clinical Approach: Characteristic Strengths and Limitations

The Correlational Approach: Knowledge by Association

The Scatter Plot: Illustrating Relationships

Correlational Relationships: Identifying Associations

The Correlational Coefficient: Assessing the Strength of the Correlational Relationship

6

7

7

8

8

9

11

13

16

16

16

17

17

|                                                                                                   |    |                                                                                                     |    |
|---------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------------------|----|
| The Third-Variable Problem: Looking Beyond the Observed Relationship                              | 19 | Personality Assessment Defined: What Is It?                                                         | 28 |
| Evaluating the Correlational Approach: Characteristic Strengths and Limitations                   | 19 | The Function of Personality Assessment: Why Do It?                                                  | 28 |
| The Experimental Approach: Knowledge by Systematic Intervention                                   | 20 | Promoting Purpose and Precision in Assessment                                                       | 28 |
| Basic Principles of the Experimental Approach: Intervention, Observation, and Control             | 20 | Promoting Effective Communication                                                                   | 28 |
| Meta-Analysis: A Tool for the Comparison of Experimental Research                                 | 21 | The Use of Personality Assessment: Where Is It Done?                                                | 28 |
| Evaluating the Experimental Approach: Strengths and Limitations                                   | 22 | Clinical Settings                                                                                   | 29 |
| <i>Research Ethics: Protecting the Individual's Rights in the Study of Personality Psychology</i> | 23 | Counseling Settings                                                                                 | 29 |
| Some Ethical Concerns: Hurting, Lying, and Justifying                                             | 23 | Legal Settings                                                                                      | 29 |
| Inducing Stress                                                                                   | 23 | Educational and Vocational Guidance Settings                                                        | 29 |
| Deception                                                                                         | 23 | Personnel Settings                                                                                  | 29 |
| Justifying Research Procedure                                                                     | 23 | Research Settings                                                                                   | 30 |
| Some Solutions to Ethical Issues: Trying to Make Things Right                                     | 23 | <i>Standards for Evaluating Personality Assessment Techniques: Assessing Personality Assessment</i> | 30 |
| Informed Consent                                                                                  | 23 | Standards of Reliability: Looking for Consistency                                                   | 30 |
| Debriefing                                                                                        | 24 | Types of Reliability: Different Standards of Consistency                                            | 30 |
| Ethical Guidelines                                                                                | 24 | Test-Retest Reliability: Consistency Across Time                                                    | 30 |
| Ethics Review Boards                                                                              | 24 | Examiner Reliability: Consistency Across Raters                                                     | 31 |
| <i>Chapter Summary: Reexamining the Highlights</i>                                                | 24 | Standards of Validity: Measuring What You Say You're Measuring                                      | 31 |
| <i>Glossary</i>                                                                                   | 25 | Types of Validity: Establishing the True Meaning of Your Test                                       | 31 |
| <b>CHAPTER 2</b>                                                                                  |    | Face Validity: Judging a Book by Its Cover                                                          | 31 |
| <b>PERSONALITY ASSESSMENT: AN INTRODUCTION TO THE MEASUREMENT OF PERSONALITY</b>                  | 27 | Content Validity: It's What's Inside that Counts                                                    | 31 |
| <i>Chapter Overview: A Preview of Coming Attractions</i>                                          | 27 | Criterion Validity: Making Predictions                                                              | 32 |
| <i>Personality Assessment: What, Why, and Where</i>                                               | 28 | <i>Methods of Personality Measurement: A Survey of Personality Assessment Techniques</i>            | 36 |
|                                                                                                   |    | Objective Self-Report Techniques: Treating Everybody the Same                                       | 36 |

|                                                                                                |    |                                                                                                                                 |    |
|------------------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------|----|
| Types of Objective Self-Report Techniques: Single- vs. Multiple-Dimension Personality Tests    | 36 | Confidentiality                                                                                                                 | 49 |
| The Minnesota Multiphasic Personality Inventory                                                | 37 | Legal Concerns: Assessment and the Law                                                                                          | 49 |
| The Problem of Response Sets: Subjective Influences on Objective Tests                         | 39 | Equal Rights Legislation                                                                                                        | 49 |
| Evaluating Objective Self-Report Techniques: Characteristic Strengths and Limitations          | 40 | Impact of Equal Rights Legislation on Testing                                                                                   | 50 |
| Projective Techniques: Assessing Personality Indirectly                                        | 41 | Social Concerns: Assessment and Society                                                                                         | 50 |
| Types of Projective Techniques: Many Methods of Indirect Assessment                            | 42 | Ethical Guidelines: Rules for Using Assessment                                                                                  | 50 |
| Evaluating Projective Techniques: Characteristic Strengths and Limitations                     | 44 | <i>Chapter Summary: Reexamining the Highlights</i>                                                                              | 51 |
| Behavioral Techniques: Assessing Personality by Direct Observation                             | 44 | <i>Glossary</i>                                                                                                                 | 51 |
| Types of Behavioral Assessment Techniques: Looking at What People Are Doing                    | 44 | <b>PART TWO</b>                                                                                                                 |    |
| Evaluating Behavioral Assessment Techniques: Characteristic Strengths and Limitations          | 46 | <b>THE VIEWPOINTS OF PERSONALITY: DIFFERENT PERSPECTIVES OF THE PERSON</b>                                                      | 55 |
| Psychophysiological Techniques of Personality Assessment: The Measurement of Bodily Processes  | 46 | <b>CHAPTER 3</b>                                                                                                                |    |
| Types of Psychophysiological Assessment Techniques: Looking from the Inside Out                | 46 | <b>THE PSYCHODYNAMIC VIEWPOINT: FORGING PERSONALITY OUT OF CONFLICT RESOLUTION</b>                                              | 57 |
| Evaluating Psychophysiological Assessment Techniques: Characteristic Strengths and Limitations | 48 | <i>Chapter Overview: A Preview of Coming Attractions</i>                                                                        | 57 |
| Which Personality Assessment Technique to Use? Some General Guidelines and Closing Remarks     | 48 | <i>An Introduction to the Psychodynamic Viewpoint: Laying the Foundation for Building a Comprehensive Theory of Personality</i> | 59 |
| <i>Ethical Issues in Personality Assessment: Personal, Legal, and Social Concerns</i>          | 49 | Basic Concepts and Processes: The Building Blocks of a Comprehensive Theory of Personality                                      | 60 |
| Personal Concerns: Protecting the Individual's Rights                                          | 49 | The Regions of the Mind: Mapping the Levels of Consciousness                                                                    | 60 |
| Invasion of Privacy                                                                            | 49 | Instincts and Psychic Energy: The Fuel of Personality                                                                           | 60 |
|                                                                                                |    | The Structural Nature of Personality: Introducing the Id, Ego, and Superego                                                     | 62 |

|                                                                                                                   |    |                                                                                            |    |
|-------------------------------------------------------------------------------------------------------------------|----|--------------------------------------------------------------------------------------------|----|
| The Nature and Role of Anxiety: That "Alarming" Feeling                                                           | 64 | <i>Evaluation of the Psychodynamic Viewpoint: Strengths and Limitations</i>                | 86 |
| Ego Defense Mechanisms: A Psychic System of Defense against Anxiety                                               | 64 | Characteristic Strengths                                                                   | 86 |
| Psychodynamic Personality Development: Building for the Future                                                    | 66 | Characteristic Limitations                                                                 | 87 |
| Psychodynamic Personality Development: Characteristic Features and Processes                                      | 66 | <i>Chapter Summary: Reexamining the Highlights</i>                                         | 88 |
| The Psychosexual Stages: The Road to Personality Development                                                      | 67 | <i>Glossary</i>                                                                            | 89 |
| Maladaptive Personality Development: When Things Do Not Go According to the Plan                                  | 74 |                                                                                            |    |
| <i>Applications of the Psychodynamic Viewpoint: Using What Is Known</i>                                           | 75 | <b>CHAPTER 4</b>                                                                           |    |
| The Application of Psychodynamic Principles to Psychotherapy: The Talking Cure of Psychoanalysis                  | 76 | <b>THE VIEWPOINTS OF JUNG AND ADLER: EARLY REACTIONS TO FREUD</b>                          | 93 |
| The Basic Objectives of Psychoanalysis: To Provide Insight and Conflict Resolution                                | 76 | <i>Chapter Overview: A Preview of Coming Attractions</i>                                   | 93 |
| The Methods of Psychoanalysis: How Is It Done?                                                                    | 76 | <i>Jung's Analytical Viewpoint: Probing Deeper into the Unconscious Mind</i>               | 94 |
| The Dynamics of Psychoanalysis: What Happens in Analysis?                                                         | 80 | Basic Assumptions of the Analytical Viewpoint: Jung Reacts to Freud                        | 95 |
| The Effectiveness of Psychoanalysis: How Good Is It?                                                              | 81 | The Nature and Purpose of Libido                                                           | 95 |
| The Application of Psychodynamic Principles to Personality Assessment: The Assessment of the Unconsciousness Mind | 82 | The Nature of the Unconscious                                                              | 95 |
| The Application of Psychodynamic Principles to Buying Behavior: Freud Meets Madison Avenue                        | 84 | The Retrospective and Teleological Nature of Behavioral Causality                          | 95 |
| Motivation Research and Lifestyle Analysis: Classic and Contemporary Freudian Contributions to Marketing          | 84 | Seeking Balance as the Motivational Nature of Personality                                  | 95 |
| Subliminal Advertising: Where the Message Supposedly Meets the Unconscious Mind                                   | 85 | The Structure of Personality: Redefining the Unconscious Mind                              | 95 |
|                                                                                                                   |    | The Conscious Ego as the Center of Conscious Awareness                                     | 95 |
|                                                                                                                   |    | The Personal Unconscious                                                                   | 96 |
|                                                                                                                   |    | The Collective Unconscious                                                                 | 97 |
|                                                                                                                   |    | Archetypes                                                                                 | 97 |
|                                                                                                                   |    | The Dynamics of Personality: The Ebb and Flow of Psychic Energy                            | 99 |
|                                                                                                                   |    | The Nature and Processes of Personality Development: A Lifetime Attempt to Achieve Balance | 99 |



|                                                                                                       |     |                                                                                                                  |     |
|-------------------------------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------|-----|
| Development Processes: The Basics of Personality Development                                          | 100 | Social Interest                                                                                                  | 110 |
| Maladaptive Personality Development: The Unbalanced Personality                                       | 100 | Style of Life                                                                                                    | 110 |
| Applications of Jung's Analytical Viewpoint: Using What Is Known                                      | 101 | The Creative Self                                                                                                | 111 |
| Analytical Psychotherapy: Confronting the Unconscious                                                 | 101 | The Nature of Personality Development: Development and Expression of Social Interest throughout Life             | 112 |
| The Stages of Analytical Psychotherapy: A Step-by-Step Progression into the Unconscious               | 101 | Childhood and Adolescence: Developing the Initial Sense of Cooperation with Others in Social Relationships       | 112 |
| The Methods of Analytical Psychotherapy: How Is It Done?                                              | 102 | Young Adulthood: Developing a Sense of Society Through Work                                                      | 115 |
| Personality Assessment from Jung's Viewpoint: The Identification of Personality Types                 | 103 | Adulthood and Old Age: Demonstrating Social Interest Through Love                                                | 115 |
| Jung's Personality Types: Personality Attitudes and Functions                                         | 103 | The Well-Adjusted vs. Maladjusted Personality: Differences in Degree of Social Interest                          | 116 |
| The Myers-Briggs Type Indicator: The Assessment of Jungian Types                                      | 104 | The Application of Adler's Individual Viewpoint: Using What Is Known                                             | 116 |
| Evaluation of Jung's Analytical Viewpoint: Strengths and Limitations                                  | 106 | Adlerian Psychotherapy: Straightening Out a Maladaptive Style of Life                                            | 116 |
| Characteristic Strengths                                                                              | 106 | The Progression of Adlerian Psychotherapy: The Systematic Reconstruction of a Life-Style High in Social Interest | 117 |
| Characteristic Limitations                                                                            | 107 | Some Techniques of Adlerian Psychotherapy: Trying to Understand from Where You Came                              | 118 |
| <i>Adler's Individual Psychology: A Viewpoint for the Promotion of Social Interest</i>                | 107 | Personality Assessment and Adler's Viewpoint: The Measurement of Social Interest                                 | 118 |
| Basic Assumptions of Adler's Individual Psychology: Adler Reacts to Freud                             | 107 | Behavioral Correlates of Social Interest                                                                         | 119 |
| The Social Nature of Motivation                                                                       | 109 | Attitudinal Correlates of Social Interest                                                                        | 120 |
| Conscious Control of Personality and an Awareness of Helping Others                                   | 109 | Evaluation of Adler's Viewpoint: Strengths and Limitations                                                       | 120 |
| A Teleological Perspective on Personality                                                             | 109 | Characteristic Strengths                                                                                         | 120 |
| Intrapersonal vs. Interpersonal Nature of Personality                                                 | 109 | Characteristic Limitations                                                                                       | 120 |
| The Role of Self                                                                                      | 109 | <i>Chapter Summary: Reexamining the Highlights</i>                                                               | 121 |
| Basic Concepts of Individual Psychology: Essential Elements for Developing a Basic Concern for Others | 109 | <i>Glossary</i>                                                                                                  | 122 |
| Inferiority Feelings and Compensation                                                                 | 109 |                                                                                                                  |     |
| Striving for Superiority                                                                              | 110 |                                                                                                                  |     |