PSYC 333
PSYCHOLOGY OF PERSONALITY

STUDY GUIDE
For Undergraduates Level 300

2015/2016 – 2016/17 Academic Year

Dr. Margaret Amankwah-Poku,
University of Ghana, Department of Psychology
Acknowledgements

Many thanks to Ms. Catherine Adzadi, the Teaching Assistant who played a critical role in the development and editing of this study guide and the development of the course slides and presentation of the course module on the University of Ghana Sakai Learning Management System.
# CONTENTS

**COURSE DESCRIPTION** ........................................................................................................................................... 5

1. COURSE WEBSITE .................................................................................................................................................. 5

2. INSTRUCTORS .......................................................................................................................................................... 5

3. Support Contact Information ................................................................................................................................. 5

5. PROBLEM-BASED LEARNING APPROACH ........................................................................................................... 6

7. LEARNING OUTCOMES .......................................................................................................................................... 7

7.1 KNOWLEDGE .................................................................................................................................................. 7

7.2 SKILLS .............................................................................................................................................................. 7

7.3 COMPETENCE ................................................................................................................................................... 7

8. ASSESSMENT .......................................................................................................................................................... 8

8.1 Interim Assessment............................................................................................................................................. 8

8.2 Individual Assignments—Experimental Research Proposal .............................................................................. 8

DETAILED CLASS SCHEDULE .................................................................................................................................... 11

9. SCHEDULE OF SESSIONS ....................................................................................................................................... 11

10. SESSION 1 – INTRODUCTION TO PSYCHOLOGY OF PERSONALITY ..................................................................... 11

10.1 Overview ....................................................................................................................................................... 11

10.2 Goals and Objectives ....................................................................................................................................... 11

10.3 Activities and Assignments ............................................................................................................................... 11

11. SESSION 2 – FREUD’S PSYCHOANALYSIS THEORY OF PERSONALITY PART 1 .................................................. 12

11.1 Overview ....................................................................................................................................................... 12

11.2 Goals and Objectives ....................................................................................................................................... 12

11.3 Activities and Assignments ............................................................................................................................... 12

12. SESSION 2 – FREUD’S PSYCHOANALYSIS THEORY OF PERSONALITY PART 2 .................................................. 12

12.1 Overview ....................................................................................................................................................... 12

12.2 Goals and Objectives ....................................................................................................................................... 12

12.3 Activities and Assignments ............................................................................................................................... 13

13. SESSION 3 – BIOLOGICAL PERSPECTIVE OF PERSONALITY ............................................................................. 13
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.1</td>
<td>Overview</td>
<td>13</td>
</tr>
<tr>
<td>13.2</td>
<td>Goals and Objectives</td>
<td>13</td>
</tr>
<tr>
<td>13.3</td>
<td>Activities and Assignments</td>
<td>13</td>
</tr>
<tr>
<td>14.</td>
<td>SESSION 4 — TRAIT THEORY OF PERSONALITY- PART 1</td>
<td>13</td>
</tr>
<tr>
<td>14.1</td>
<td>Overview</td>
<td>13</td>
</tr>
<tr>
<td>14.2</td>
<td>Goals and Objectives</td>
<td>13</td>
</tr>
<tr>
<td>14.3</td>
<td>Activities and Assignments</td>
<td>14</td>
</tr>
<tr>
<td>15.</td>
<td>SESSION 4 – TRAIT THEORY OF PERSONALITY- PART 2</td>
<td>14</td>
</tr>
<tr>
<td>15.1</td>
<td>Overview</td>
<td>14</td>
</tr>
<tr>
<td>15.2</td>
<td>Goals and Objectives</td>
<td>14</td>
</tr>
<tr>
<td>15.3</td>
<td>Activities and Assignments</td>
<td>14</td>
</tr>
<tr>
<td>16.</td>
<td>SESSION 5 – HUMANISTIC THEORY OF PERSONALITY PART 1</td>
<td>15</td>
</tr>
<tr>
<td>16.1</td>
<td>Overview</td>
<td>15</td>
</tr>
<tr>
<td>16.2</td>
<td>Goals and Objectives</td>
<td>15</td>
</tr>
<tr>
<td>16.3</td>
<td>Activities and Assignments</td>
<td>15</td>
</tr>
<tr>
<td>17.</td>
<td>SESSION 5 – HUMANISTIC THEORY OF PERSONALITY PART 2</td>
<td>15</td>
</tr>
<tr>
<td>17.1</td>
<td>Overview</td>
<td>15</td>
</tr>
<tr>
<td>17.2</td>
<td>Goals and Objectives</td>
<td>15</td>
</tr>
<tr>
<td>17.3</td>
<td>Activities and Assignments</td>
<td>16</td>
</tr>
<tr>
<td>18.</td>
<td>SESSION 6– SOCIAL COGNITIVE THEORY OF PERSONALITY-PART 1</td>
<td>16</td>
</tr>
<tr>
<td>18.1</td>
<td>Overview</td>
<td>16</td>
</tr>
<tr>
<td>18.2</td>
<td>Goals and Objectives</td>
<td>16</td>
</tr>
<tr>
<td>18.3</td>
<td>Activities and Assignments</td>
<td>16</td>
</tr>
<tr>
<td>19.</td>
<td>SESSION 6 – SOCIAL COGNITIVE THEORY OF PERSONALITY-PART 2</td>
<td>16</td>
</tr>
<tr>
<td>19.1</td>
<td>Overview</td>
<td>16</td>
</tr>
<tr>
<td>19.2</td>
<td>Goals and Objectives</td>
<td>16</td>
</tr>
<tr>
<td>19.3</td>
<td>Activities and Assignments</td>
<td>16</td>
</tr>
<tr>
<td>20.</td>
<td>SESSION 7 – PERSONALITY AND CULTURE</td>
<td>17</td>
</tr>
<tr>
<td>20.1</td>
<td>Overview</td>
<td>17</td>
</tr>
<tr>
<td>20.2</td>
<td>Goals and Objectives</td>
<td>17</td>
</tr>
<tr>
<td>20.3</td>
<td>Activities and Assignments</td>
<td>17</td>
</tr>
<tr>
<td>21.</td>
<td>SESSION 8 –PERSONALITY ASSESSMENT- PART 1</td>
<td>17</td>
</tr>
<tr>
<td>21.1</td>
<td>Overview</td>
<td>17</td>
</tr>
</tbody>
</table>
21.2 Goals and Objectives

21.3 Activities and Assignments

22. SESSION 8 – PERSONALITY ASSESSMENT- PART 2

22.1 Overview

22.2 Goals and Objectives

22.3 Activities and Assignments

APPENDIX A
COURSE DESCRIPTION

1. COURSE WEBSITE
   http://sakai.ug.edu.gh/

2. INSTRUCTORS
   Dr. Margaret Amankwah-Poku
   Dept. of Psychology
   University of Ghana
   P. O. Box LG 84
   Legon, Accra

   Email: mamankwah-poku@ug.edu.gh
   Office Location: Psychology Department

3. Support Contact Information
   School of Continuing and Distance Education
   University of Ghana
   P. O. Box LG31
   Legon, Accra

   Phone: 030 393 8855
   Email: dde@ug.edu.gh
4. OVERVIEW

The general objective of this course is to introduce students to the theories of personality and techniques used in personality assessments. The specific objectives are to:

- Introduce students to the psychology of personality
- Introduce students to the research methods used in the study of psychology of personality
- Introduce students to the various theoretical perspective in the psychology of personality
- Ensure that students understand personality from the different theoretical perspectives.
- Enable students to understand how culture can influence personality.
- Introduce students to the various techniques of personality assessment
- Equip students to be able to assess an individual's personality
- Equip students to be able to conduct research on personality

Psychology of personality is designed to provide students with knowledge about the theories of personality formation, and how maladjusted behaviours develop. By taking this course, students will learn about the different perspectives/approaches to personality development, and the different techniques for conducting personality assessment.

The topics to be covered include Freud's Psychoanalytic Theory, Neo-Freudian Theories, the Biological Perspective of Personality, Trait Perspective of Personality, Humanistic Theory of Personality, Social-Cognitive Perspective of Personality, Personality and Culture, and Personality Assessment techniques.

Students will be required to carry out a research in which they will correlate personality traits with other variables. Students will then write a research report based on this study.

5. PROBLEM-BASED LEARNING APPROACH

Problem-based learning (PBL) is a student-centered pedagogy in which students learn about a subject through the experience of problem solving. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. This course will use a problem-based learning approach.

Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor/lecturer/tutor is to facilitate learning by supporting, guiding, and monitoring the learning process. The tutor will help build students' confidence to take on the problem, and encourage the students, while also stretching their understanding.

6. COURSE FORMAT

The course content will be delivered online through the SAKAI Learning Management System (Sakai LMS). The Sakai LMS will be used to deliver

- Video Session Sessions
- Session Slides
- Session Reading Materials
Announcements will be posted to the course website and/email accordingly. It is the responsibility of students to check on announcements made in class, on the Course Website, and through email.

7. LEARNING OUTCOMES

The learning outcomes for the course are outlined along three strands: knowledge, skills and outcomes.

7.1 KNOWLEDGE

Students must have knowledge on

1. The definition(s) of personality, and the research methods used to study personality in psychology
2. Freud’s Psychoanalytic theory of personality
3. Neo-Freudians and their personality theories
4. The biological perspective of personality
5. The different trait theorists, and their view on personality development
6. The humanistic perspective of personality
7. The social-cognitive perspective of Personality development
8. The role of culture in shaping personality
9. The various forms of techniques used in assessing personality

7.2 SKILLS

Students must be able to

1. Define and explain what personality is
2. List and explain the research methods used in the study of Personality
3. Describe personality development based on the various theories
4. Describe the assessment procedure used by personality psychologists
5. Identify and link personality characteristics to one’s cultural background
6. Identify the shortcomings of the various theories and how to overcome them
7. Identify the best tests to assess personality in a given situation

7.3 COMPETENCE

Students should in the future be able to

1. Define personality from the various theoretical perspectives
2. Describe how personality develops from the various theoretical perspective
3. Describe the influence of personality on culture
4. Determine when it is necessary to conduct personality assessment
5. Describe the various personality assessment techniques
6. Conduct a simple research in the area of psychology of personality
8. ASSESSMENT

The assessment for this course has been designed to help all students to maximize their individual and group/team learning opportunities. A summary of the assessment tasks is provided below.

<table>
<thead>
<tr>
<th>ITEM</th>
<th>FORM OF ASSESSMENT</th>
<th>DELIVERED</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Assessment</td>
<td>Interim Assessment (Multiple Choice Questions [MCQs])</td>
<td>Middle of Semester</td>
<td>20%</td>
</tr>
<tr>
<td>Individual Assignment</td>
<td>Research Report</td>
<td>Week 10 of Semester</td>
<td>10%</td>
</tr>
<tr>
<td>Written Examination</td>
<td>Semester Examination</td>
<td>End of semester</td>
<td>70%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>****</td>
<td></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

8.1 Interim Assessment

Interim Assessment will be conducted in the middle of the session. This may be in the form of Multiple Choice Questions (MCQs) and/ or Fill-ins. Date for the interim assessment will be announced on Sakai at least two weeks before the assessment.

8.2 Individual Assignments – Experimental Research Proposal

Conduct a research based on the trait perspective of personality. Identify a variable of your choice from the list of variables below and correlate it to the big five personality types. Ensure that it is a feasible and ethical research.

Choose one of the following variables:
1. Healthy eating behavior
2. Body image/self-perception
3. Academic procrastination
4. Altruism

Guidelines for Submission: The proposal should be have a cover page which should state the title of the research, your name and index number. Indicate the word count.

The Research Proposal should be Font size 12, double line spacing, Times New Roman. The limit should not be more than 8 pages. Use the American Psychological Association (APA) format for citation and referencing. The following website offers information about writing and formatting papers in the APA style including general format, reference of sources cited in your proposal, reference list, examples, notes, and additional resources: [http://owl.english.purdue.edu/workshops/hypertext/apa/index.html](http://owl.english.purdue.edu/workshops/hypertext/apa/index.html)

This Research Report will be submitted online through Sakai LMS by the end of Week 10 of the semester.
RECOMMENDED TEXT


*Any other textbook on Personality Psychology or Personality theories.*
DETAILED CLASS SCHEDULE

The course is organized into 11 SESSIONS along the following lines: (1) Overview; (2) Goals and Objectives; and (3) Activities and Assignments.

9. SCHEDULE OF SESSIONS

<table>
<thead>
<tr>
<th>Week</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Session 1</td>
</tr>
<tr>
<td>2</td>
<td>Session 2 Part 1</td>
</tr>
<tr>
<td>3</td>
<td>Session 2 Part 2</td>
</tr>
<tr>
<td>4</td>
<td>Session 3</td>
</tr>
<tr>
<td>5</td>
<td>Session 4 Part 1</td>
</tr>
<tr>
<td>6</td>
<td>Session 4 Part 2</td>
</tr>
<tr>
<td>7</td>
<td>Session 5 Part 1</td>
</tr>
<tr>
<td>8</td>
<td>Session 5 Part 2</td>
</tr>
<tr>
<td>9</td>
<td>Session 6 Part 1</td>
</tr>
<tr>
<td>10</td>
<td>Session 6 Part 2</td>
</tr>
<tr>
<td>11</td>
<td>Session 7</td>
</tr>
<tr>
<td>12</td>
<td>Session 8 Part 1</td>
</tr>
<tr>
<td>13</td>
<td>Session 8 Part 2</td>
</tr>
</tbody>
</table>

10. SESSION 1 – INTRODUCTION TO PSYCHOLOGY OF PERSONALITY

10.1 Overview
Introducing students to what is expected of them in this course, as well as how they will be assessed on the course. Also, introducing Psychology of Personality and the various topics to be discussed in each session. The session then presents students with a general overview of the definition of personality, and the key features in the various definitions. Research methods used in the study of personality will also be discussed.

10.2 Goals and Objectives
By the end of this session, you should be able to
1. Outline the content of this course and the expected outcomes
2. Define and explain what personality is
3. Discuss the main common features of the various definitions
4. Describe the various research methods used in studying personality
5. Do self-introductions in the Chat Room (on Sakai) and discuss your expectations for the course

10.3 Activities and Assignments
This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Visit the Chat Room and introduce yourself and discuss your expectations for the course
3. Explore the online tools available in Sakai and familiarize yourself with them.
11. SESSION 2 – FREUD'S PSYCHOANALYSIS THEORY OF PERSONALITY PART 1

11.1 Overview
A most commonly known theory of Personality in Psychology is Freud’s Psychoanalytic theory of personality. Fundamental concepts in Freud’s psychoanalysis theory, such as unconscious forces, instinctual drives, structure of personality, and unconscious conflicts in early childhood all contribute to the formation of a person’s personality. This session will therefore discuss how elements of these concepts interact to determine a person’s personality. The session will also discuss how anxiety is produced as a result of the interactions of the three structures of personality. Finally, this session introduces the concept of defense mechanisms, which individuals use to overcome anxieties.

11.2 Goals and Objectives
By the end of this session, you should be able to
1. Outline the fundamentals of personality, according to Freud
2. Distinguish between death and life instincts and their role in personality formation
3. Describe the levels of consciousness
4. Describe the structure of personality - Id, Ego and Superego
5. Explain how anxiety is created as a consequence of an imbalance between the Id, Ego and Superego
6. Outline and explain the three types of anxiety

11.3 Activities and Assignments
This week, complete the following tasks:
1. Log on to the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 1

12. SESSION 2 – FREUD'S PSYCHOANALYSIS THEORY OF PERSONALITY PART 2

12.1 Overview
As discussed in the previous session, anxiety is a warning that the ego is being threatened. In an attempt to protect the ego and relieve the anxiety experienced, individuals use ego defense mechanisms. Freud proposes a number of ego defense mechanisms that individuals use to reduce anxiety. These will be discussed. Freud also proposed five (5) stages of psychosexual development. This session will also discuss Freud's psychosexual stages of personality development and what characterises each stage. According to Freud, these stages of psychosexual development contribute to the formation of a person’s personality. Finally, the session will briefly discuss Neo-Freudians, a group of theorists who broke away from Freud because they disagreed with some of Freud’s assumptions about personality development.

12.2 Goals and Objectives
By the end of this session, you should be able to
1. List and explain the defense mechanisms used to protect the ego from anxiety
2. Outline the five psychosexual stages of personality development
3. Explain fixation and the consequences of unresolved conflicts at each stage of development - personality formation
4. Briefly discuss 3 of the Neo-Freudians

12.3 Activities and Assignments
This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 2

13. SESSION 3 – BIOLOGICAL PERSPECTIVE OF PERSONALITY

13.1 Overview
The Jim twins, Jim Springer and Jim Lewis were raised in separate homes for close to forty years. Although they had never lived together, there were striking similarities in their personality. This raised the question of how much of a person’s personality is shaped by biological factors. The biological perspective of personality has existed since ancient times, with some new theories being added with the passage of time. This session provides information on some biological perspectives of personality from ancient times till date. It also provides information on some research methods used to study the behaviour genetics in personality.

13.2 Goals and Objectives
By the end of this session, you should be able to
1. Outline the biological perspective from ancient times to date
2. Describe what these ancient theorists proposed about personality formation
3. Describe the research methods used to study this approach
4. Discuss the behavioural genetics perspective of personality

13.3 Activities and Assignments
This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 3

14. SESSION 4 — TRAIT THEORY OF PERSONALITY- PART 1

14.1 Overview
Usually, when people refer to an individual’s personality, they are referring to that part of the individual’s behaviour which remains fairly constant, even across different situations. This description of personality represents the trait theory of personality. Although there are a number of trait theorists, they all subscribe to some common assumptions. This session provides information on the trait definition of personality as well as the basic assumptions of trait theorists. It will also provide information on Gordon Allport’s trait theory of personality discussing the types of traits and how personality develops, as well an evaluation of Allport’s theory.

14.2 Goals and Objectives
By the end of this session, you should be able to
1. Define the trait perspective of personality
2. Outline the basic assumptions of trait theories
3. Describe Gordon Allport’s theory of personality
4. Discuss the types of traits Allport identified
5. Outline Allport’s stages of personality development
6. Evaluate Allport’s trait theory.

14.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read recommended text
3. Visit the Chat Room and discuss the Forum question for Session 4 Part 1 & 2

15. SESSION 4 – TRAIT THEORY OF PERSONALITY- PART 2

15.1 Overview

Besides Allport, Raymond Cattell and Hans Eysenck are also trait theorists who presented their views of personality. Cattell’s goal was to use empirical evidence to predict an individual’s behaviour in a given situation. He used factor analysis to arrive at his 16 Personality Factor Test. This session provides information on Cattell’s classification of traits, his theory on the dimensions of personality and personality development. Eysenck also proposed dimensions of personality, but fewer (3 dimensions) than Cattell did. Much later, some contemporary theorists developed the Big Five Model which was also based on personality traits. The Five-factor model attempts to find a middle ground between Cattell’s 16 personality factors (which were too many) and Eysenck’s 3 dimensions traits (which were too few). These will all be discussed and the session will conclude with an evaluation of Cattell and Eysenck’s theory, as well as an overall evaluation of the trait theory of personality.

15.2 Goals and Objectives

By the end of this session, you should be able to
1. Explain Cattell’s use of factor analysis in his study of personality
2. Discuss Cattell’s classification of traits
3. Describe Cattell’s 16 Factor Personality questionnaire which represents the basic dimensions of personality
4. Describe Eysenck’s dimensions of personality
5. Describe the Five-factor Model of personality
6. Evaluate Cattell and Eysenck’s theories of personality
7. Evaluate the trait theory of personality

15.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 5 Part 1
16. SESSION 5 – HUMANISTIC THEORY OF PERSONALITY PART 1

16.1 Overview

The humanistic viewpoint holds the view that human interests and values are of primary importance. People are inherently good, and strive to achieve higher levels of functioning. This session focuses on Abraham Maslow, one of the pioneering humanistic theorists. Maslow was opposed to Freud’s use of “unhealthy” specimen in his research, and therefore carried out his research on fulfilled and self-sufficient adults. The basic assumptions of his motivational theory are discussed in this session. Maslow identified and ranked five innate hierarchy of human needs. This session will discuss the humanistic perspective of personality, focusing on the characteristics of Maslow’s motivational theory (hierarchy of needs) and how these contribute to the formation of personality.

16.2 Goals and Objectives

By the end of this session, you should be able to
1. Outline the basic tenets of the humanistic theory
2. Outline the basic assumptions of Maslow’s motivational theory
3. List and explain the categories of Maslow’s hierarchy of needs
4. Discuss the characteristics of these hierarchy of needs

16.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 5 Part 2

17. SESSION 5 – HUMANISTIC THEORY OF PERSONALITY PART 2

17.1 Overview

The humanistic theory of personality emphasizes the role of the individual in shaping their personality. This session focuses on another humanistic theorist, Carl Rogers. Rogers emphasises that a person’s feelings and behaviour are determined by how he/ she perceives and interprets event (Carducci, 2009). Thus, the individual is responsible for his/her own behavior. One concept central to Rogers’ theory is the concept of ‘Self’. Self-concept is individuals' subjective perception of who they are and what they are like. His theory focuses on the self, distinguishing between the real self and the ideal self. A serious discrepancy between the two leads to psychological problems. Rogers emphasised the role of interaction (especially criticism and praise) between the individual and others in shaping the individual’s personality. Rogers also talked about factors that contribute to personality adjustment. This session discusses Rogers’ theory and how he explains personality development.

17.2 Goals and Objectives

By the end of this session, you should be able to
1. Outline the assumptions of Rogers’ theory
2. Explain Rogers’ view of self-concept
3. Describe the role of positive regard and conditions of worth in personality development
4. List the conditions essential for effective therapy
17.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 5 Part 2

18. SESSION 6 – SOCIAL COGNITIVE THEORY OF PERSONALITY-PART 1

18.1 Overview

Social-cognitive theorists emphasize the role of interactions between the environment and an individual’s cognitive processes in the development of personality. Bandura propounded the observational learning theory, which posited that individuals learn from others by observing and imitating their behaviour and the consequences of their actions. This session provides information on the process of observational learning and the characteristics of the modelling environment. It also discusses Bandura’s triadic reciprocal determinism, which explains how an interaction between the individual, the environment and behavior, shapes the individual’s personality. Causes of maladjustment in an individual's personality will also be discussed.

18.2 Goals and Objectives

By the end of this session, you should be able to
1. Outline the process of observational learning
2. Define and explain triadic reciprocal determinism
3. Discuss the basic assumptions of triadic reciprocal determinism
4. Discuss how self-regulation and self-efficacy contribute to behaviour
5. Describe how personality maladjustment occurs based on Bandura's theory

18.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 6 Part 1 & 2

19. SESSION 6 – SOCIAL COGNITIVE THEORY OF PERSONALITY-PART 2

19.1 Overview

Walter Mischel, is another Social-Cognitive theorist, who propounded the Cognitive-Affective Personality System (CAPS) theory. Mischel believed that personality results from how an individual perceives him/herself in a given situation. Mischel identified five cognitive-affective units which influences how an individual interprets, processes and reacts to environmental cues. Mischel also used two factors to explain personality and predict behavior; 1) an individual’s ability to delay gratification, and 2) the individual’s ability to match cognitive-affective units with situational demands. This session will therefore discuss Mischel’s perspective of personality.

19.2 Goals and Objectives

By the end of this session, you should be able to
1. Outline Mischel’s view of what accounts for an individual's personality
2. Define cognitive-affective units
3. Describe each of the five cognitive affective units
4. Discuss how Mischel explains personality
5. Describe how consistency in behaviour is determined

19.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 7

20. SESSION 7 – PERSONALITY AND CULTURE

20.1 Overview

Personality is shaped by the internal factors (such as genes) and external factors (the environment). One key environmental factor that shapes personality is culture. Cultural orientation and traditions influence how individuals behave. Thus, some personality traits may be more pronounced in some cultures than in others. This session provides information on how culture can contribute to personality formation. The session discusses how socialization, cultural values and beliefs shape a person’s personality. The three approaches to studying cultural influences on personality will also be discussed. Finally, the different types of cultural orientations and how they contribute to personality development will also be discussed.

20.2 Goals and Objectives

By the end of this session, you should be able to
1. Discuss the role of culture in shaping personality
2. Describe how socialization, beliefs and values contribute to personality formation
3. Outline the three approaches to studying cultural influences on personality
4. Describe the two types of cultural orientation and how they contribute to personality development

20.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 8

21. SESSION 8 – PERSONALITY ASSESSMENT - PART 1

21.1 Overview

Theorists have not only studied personality development but have also studied how personality can be assessed. Personality assessment is conducted to measure different aspects of an individual’s personality. This among other things, helps us to learn about people in a precise manner, communicate this information to personality psychologists and other professionals and enable one predict future behaviour. There are various settings in which personality assessments may be required such as the workplace, in hospitals, in the court of law etc. There are several techniques for assessing personality. This session will outline the above and discuss
one of the techniques- the Objective Self-report technique. The session provides information on what this technique is, as well as the various forms of the technique, its strengths and weaknesses. The other types of personality assessment techniques will be discussed in the subsequent session.

21.2 Goals and Objectives

By the end of this session, you should be able to
1. Define what personality assessment is
2. Identify the use of personality assessment
3. Outline the settings in which personality assessment may be used
4. List the various personality assessment techniques
5. Discuss the objective self-report technique
6. Outline the strengths and weaknesses of objective self-report technique

21.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Read Recommended Text
3. Visit the Chat Room and discuss the Forum question for Session 9 Part 1 & 2

22. SESSION 8 – PERSONALITY ASSESSMENT- PART 2

22.1 Overview

In addition to objective tests, there are other assessment techniques that can be used to determine an individual’s personality. These techniques include assessments that are very subjective. They comprise the projective techniques, behavioural techniques, clinical interviews and psychophysiological techniques. This session discusses these various personality assessment techniques, their use, as well as their strengths and weaknesses. This session will end our discussion on Psychology of Personality.

22.2 Goals and Objectives

At the end of this session, you should be able to
1. Describe the projective technique and its various forms
2. Outline the strengths and weaknesses of the projective assessment technique
3. Describe the behavioural technique of personality assessment and its various forms
4. Outline the strengths and limitations of the behavioural assessment technique
5. Discuss the use of clinical interviews in personality assessment
6. List the forms of psychophysiological technique for personality assessment

22.3 Activities and Assignments

This week, complete the following tasks:
1. Log onto the UG Sakai LMS course site: http://sakai.ug.edu.gh/XXXXXXXXX
2. Review Session Slides for Session 11 – Reading and Writing of Research Reports
3. Read Recommended Text
4. Visit the Chat Room and discuss the Forum question for Session 11
5. Complete the Individual Assignment
APPENDIX A

INDIVIDUAL ASSIGNMENT (To be submitted at the end of week 10)

ASSIGNMENT

PSYC 333: Psychology of Personality- 2016/2017

Conduct a research based on the trait perspective of personality. Identify a variable of your choice from the list of variables below and correlate it to the big five personality types. Ensure that it is a feasible and ethical research.

Step 1-
Choose one of the following variables
Healthy eating behaviour
Body image/ self-perception
Academic procrastination
Altruism

Step 2-
Identify the questionnaire that measures the variable you have chosen above and add it to the big five inventory. Design a short demographic data measure to assess participants’ gender, age, level. Then, put the three measures together-
Section A-demographic data
Section B-Big Five Inventory
Section C-Questionnaire for the variable you have chosen

Step 3-
Administer the questionnaires to 40 participants, and ensure that they are all completed properly

Step 4-
Enter your data into SPSS and analyse it using Pearson’s Product Moment Correlation Coefficient test

Step 5-
Write your research report using the APA format.

Format for research report
Your whole report should be 8 pages excluding your Title, Abstract, References and Appendices. It should be 1.5 line spacing, Times News Roman, with font size 12.
Your research report should include:

1. Title (≤15 words)
   This is the title of the research you conducted. It should not be more than fifteen (15) words.

2. Abstract (120 words)
   Provide a comprehensive summary of the whole research report. It should include a sentence or two about each of the four main sections of the whole report.

3. Introduction (1½ pages)
Background of the study - In this section, explain variables and general trends and phenomena. Cite relevant studies to explain what will be considered in this research. Give an overview of variables in the study and adequately explain variables in the study. Remember the introduction is funnel shaped - it is broad at the beginning and narrow at the end, leading into a statement of variables to be investigated.

Problem statement - Also identify problem(s) related to the topic of research. Based on the background of the study, what problem(s) have you identified that is worth investigating?

Aims of the study - List the aim(s) of your study
Eg. To find the relationship between ___________ and personality

Relevance of study - Discuss the importance of your research and how relevant the findings will be to individuals, institutions and society at large (Not more than 2 sentences).

4. Literature review (2 pages)
Review of related studies - Review and cite previous studies similar to and relevant to your research. Briefly summarize these previous literature to support your own work by stating their aims, participants tested, how they were tested and findings of these studies.

Example
Flaherty and Moss (2007) investigated the impact of workplace injustice on counterproductive work behaviour and how this relationship is moderated by personality and team context. One hundred and thirty-one (131) public-service employees completed a questionnaire that assessed the extent to which they receive distributive, procedural, and interactional justice in their respective organisation. Team commitment, co-worker satisfaction, and Big Five personality traits of the participants were also assessed. Regression analysis showed that procedural, distributive, and interactional injustice all generated counterproductive behaviours. Also, when team commitment was high, agreeableness was pronounced, and neuroticism was reduced, suggesting that participants' personality type was associated with team commitment.

Use the above example as a guide.

Rationale for the study - Identify gaps in previous researches and state how your research intends to solve the issue (Not more than 3 sentences).

Statement of Hypotheses - Based on your review of related studies and your rationale, set your hypotheses. State testable statements according to your aims. Do not state null hypothesis that indicates no relationship between variable (state 3).

5. Methodology (1½ pages)
This comprises methods used to conduct the research.

Design - State the research design you used (eg. Survey, correlational study, case study etc) and briefly justify it. (Not more than 2 sentences).
Research setting - Provide details of the research setting in which you conducted the research. (1 sentence).

Participants - State the population you recruited your sample from and what sampling technique you used. Also, state the sample size and then indicate your sample characteristics-
e.g. number of males and females tested, average age, level (100, 200, 300 or 400), number of participants at each level (e.g. 5 participants in level 100, 2 in level 200, etc.).

Instruments/ Measures used- The questionnaire(s) you used to gather your data should be described into details. Provide the name of the questionnaire, the author(s) of the questionnaire, what it measures, number of items in the questionnaire, responses for the items, scoring of responses, lowest and highest possible scores and what they mean, reliability of the questionnaire etc.

This is a sample of how you are expected to write out details of the questionnaires you used. This is describing a measure with subscales that was used to assess diabetes distress.

Diabetes distress. The Diabetes Distress Scale (DDS 17; Polonsky, et al., 2005) was used to assess participants diabetes related distress (see Appendix). This scale lists 17 potential problem areas that people with diabetes may experience. Using a 6-point rating scale (from 1 to 6), it considers the degree to which each of the 17 items may have distressed or bothered a participants over a retrospective one month period. The DDS yields a total diabetes distress scale score and four subscale scores, each addressing a different kind of distress (Interpersonal Distress, Regimen-related Distress, Physician-related Distress, and Emotional Burden). Internal reliability of the DDS and the four subscales is high (alpha = .87; Polonsky et al., 2005).

Another example
Well-being. The WHO-5 Well-Being Index (WHO-5; Bech, 2004) was used to assess psychological well-being (see Appendix). This 5-item questionnaire relates to positive mood, vitality and general interest, rated on a 6-point Likert scale from 0 (at no time) to 5 (all of the time). A total score of 0 indicates the ‘worst possible quality of life’ while 25 indicates the ‘best possible quality of life’. Internal consistency of this scale ranges from .84 to .90, (Shea, Skovlud, Bech, Kalo, & Home, 2003) and Cronbach’s alpha in the present study was .88.

Procedure- Explain the procedure you used to collect the data. Give a step-by-step account of what both you and the participant did during the study. State how you recruited them, how you explained the study and sought their consent, how long it took participants to complete the questionnaires, how many days it took to collect all your data etc.

Data analysis- State the relevant statistical test you used to analyse the data collected. State the level of significance at which you tested the hypotheses. (1 sentence).

6. Results (1 page)
This section describes in full, results from the analyses of your data. Present illustrations, such as tables (in APA format) to represent your results and interpret them. You do not discuss your results in this section, you merely interpret them.

7. Discussion, Limitations, Recommendation and Conclusion (2 pages)
Results are discussed here in conjunction with the related studies you reviewed. Also compare your findings with previous findings from other studies. Briefly state your major findings based on the results of your hypotheses tested, then go on to discuss each of your findings in detail explaining what the results indicate.

Limitations- Discuss the limitations identified in your research.
Recommendation for future research - Both institutional and academic recommendations should be made.
Implications of your findings - State the implications of your findings to practice and research.

Conclusion - A brief summary of your main finding. This is a take-home message - it should be short and interesting. Do not just cut and paste sentences from your discussion of results.

8. References
Provide references for all the literature/citations in the report using the APA format

9. Appendix
Append the questionnaires you used. Ensure you make reference to the appendix in the report.

***************************************************************************

The End.

Ensure that you follow this format that has been provided. If you deviate from it, you will be penalised.