Personality analysis

Personality Analysis: Learning and Humanist/Existential TheoriesIndividuals are continually making changes in individual behavior patterns, and it is through these changes and processes an individual learns resulting in the definition and formation of learning theories by professionals (Feist & Feist, 2009). Some of the major theories of learning include works of B. F. Skinner on behaviorism, and Albert Bandura, Julian Rotter, and Walter Mischel custom essay writing services australia ??™s works regarding cognitive social theories (Feist & Feist, 2009). The psychology of personal constructs by George Kelly also is important work involving learning theories (Feist & Feist, 2009).

The study of an individual??™s values, responsibility, potential, and experiences allow the insight to some of the more important humanist/existential works and theories of Abraham Maslow, Carl Rogers, and Rollo May (Hoffman, 2004). The knowledge regarding the learning theory and the humanist/existential theories by these gentlemen would present a clearer and more exact picture of personality and humanity if combined (Hoffman, 2004). The combination would reveal how the two theories address and show the reaction to an external environment and the effect it has on the individual??™s internal climate (Feist & Feist, 2009). Situational Behavior and PersonalityThe mutual exchange the individual experiences between behavior, environment, and cognitive abilities is reflective of the learning theory (Feist & Feist, 2009). When an individual carries the belief or expectation that he or she can meet goals or finish task relates to self efficacy and the level of self efficacy portrays how an individual will react in part to the specific situation (Feist & Feist, 2009). Self

efficacy and the individual??™s prior behavior, personal expectations, and environment working in combination with each other results in individual behavior according to Bandura??™s views (Feist & Feist, 2009). Individuals learn through trial and error.

Learning through the trial and error process allows the individual to learn from mistakes made and in the process behavior can be changed. It is the prior behavior and experiences that led to learning and provide a guide to future behaviors in similar situations (Feist & Feist, 2009). Behaviorists that study learning behavior believe that an individual will review previous experiences and situations prior to determining and choosing the correct action for the immediate situation (Feist & Feist, 2009). The cognitive learning theory indicates that individuals will use a complex and rational thought process prior to acting on a particular behavior, unlike other learning theories describing the individual as passive and reacting to his or her individual environment instead of contemplating behavior (Feist & Feist, 2009). Walter Mischel??™s cognitive-effective theory suggests that the individual characteristics and cognitive processes working in combination produce a powerful influence, and specific behavior according to the specific situation (Feist & Feist, 2009).

Julian Rotter in his theory suggests that there are particular factors put to work when observing situational behaviors that relate to reinforcement, potential of a specific behavior occurring and the effect of the psychological situation (Feist & Feist, 2009). Rotter held the belief that an individual??™s expectation regarding reinforcement and level of influence of his or her needs is the key to situational behavior (Feist & Feist, 2009). George Kelly??

™s theory of personal constructs implies that an individual will behave according to a personal set of options dependent upon how he she anticipates a situation or event to occur. Implementation of learning through personal actions to fulfill an individual??™s total potential and level of capability of response to a situation reflects the distinct concept of humanism (Hoffman, 2004). Emotional and cognitive needs allow for the individual learner to react and respond to his or her personal situation and environment while reacting accordingly to a variety of situations (Hoffman, 2004).

The current needs of an individual promote specific responses to relative situations and while allowing for the fulfillment of the current and immediate needs of the individual and his or her goals. The individual response and how he or she relates to needs and goals is part of the humanistic perspective theory (Feist & Feist, 2009). Perspectives and Personality CharacteristicsPersonality is accumulation of learned preferences spanning a lifetime, and this belief is present in the majority of learning theories (Feist & Feist, 2009). Anticipation influences individual activity, which represents awareness in the development of personality and how the individual relates to specific events, is indicative of George Kelly??™s theory of personal constructs (Feist & Feist, 2009). Skinner??™s thoughts regarding the development of personality points to the genetics of the individual, which result in the uniqueness of a personality, but believed the environment is the primary factor of design for the personality (Feist & Feist, 2009). He also believed that there were other factors affecting personality such as climate, geographic location of the individual??™s environment and individual

strengths are components molding the personality whereas the social environment is responsible for individual personalities (Feist & Feist, 2009). Bandura was of the opinion that observational learning does not require a performance of behavior to learn, and with the understanding of self regulation, reflection, and organizing by the individual he defines his view of human nature (Moore, 1999).

Rotter holds the belief that the individual??™s experiences and history are major factors in building a framework regarding individual personality, and goals while highlighting the similarities he or she shares with others (Feist & Feist, 2009). Walter Mischel does offer a different view wherein the individual possess differences, and a variety of behaviors that he believes are more significant in learning because the individual??™s behavior becomes accustom to interacting with a variety of personal traits and situations (Feist & Feist, 2009). The dichotomy corollary theory explains Kelly??™s belief that personality constructs are a matter of the either/or decision individuals act on believing one will provide more for his or her future options. These positions allow for criticism of learning theories because they do not allow for individuality, genetics, intelligence, or the entire composition of personality (Feist & Feist, 2009). The drive toward the individual??™s personal development and freedom to make decisions without regard for factors involving his or her environment is the belief that is apparent in humanistic psychology (Feist & Feist, 2009).

When discussing the development of personality and obtaining self-actualization the involvement of freedom of choice is an important component in the formation of the individual personality because humanism

portrays individuals who make choices and participate in forming his or her personality is the essence of the belief (Boeree, 1997). The foundation of personality possess three relationships, which involve the relationships with the environment, others, and oneself according to Rollo May??™s theory. He believed that the relationships influence and contribute to the continuance of an individual??™s evolving personality (Boeree, 1997). Maslow, however, believed it was the biological factors providing the basic foundation of the individual while involving environmental and cultural factors in the molding of a personality (Feist & Feist, 2009). Rogers took the stand that self-awareness enables an individual to make choices and participate in the formation of his or her own personality (Boeree, 1997). Interpersonal Relations ExplanationPeople are ultimately alone even though he or she is associating with other individuals and engaging in healthy and productive relationships relates to the belief regarding the humanistic/existential perspective of psychology (Hoffman, 2004). There are inherent needs that must be met involving the fulfillment of love and belonging through the involvement of friendship, procreation, selecting a mate and maintaining relationships with others is the mainstay of Abraham Maslow??™s theory and achieving these needs are vital for attaining other levels of individual success (Feist & Feist, 2009).

The success in achieving self-actualization requires healthy development of the individual through the positive respect offered by others and as Carl Rogers advocates positive regard or respect should begin in childhood by the caregiver for the child to enforce positive psychological growth (Feist & Feist, 2009). The association with other individuals and building valuable

relationships is part of the existential perspective, but it is the choice and actions of the individual who will decide what her or she becomes according to Rollo May (Hoffman, 2004). Interpersonal relationships are extremely important and vital in developing personality and describing human life and without these relationships psychological growth and development will not be viable according to the humanistic/existential perspective (Hoffman, 2004).

Fulfillment within an interpersonal relationship promotes social confidence, and sharing of love between individuals within his or her life is the belief of Maslow as seen in his theory (Hoffman, 2004). Individuals find association with other individuals important because of the personal rewards he or she will receive in the process, and this observation is part of the learning perspective as is the formation of groups to ensure protection from external physical and natural threats (Boeree, 1997). Formation of association through groups continues because of the need of reinforcement regarding a specific behavior, and this association will continue even without reinforcement because of the need for personal reinforcement from the group (Boeree, 1997). Behavior and personality are the result of socialization and the evolution of individual ideas and concepts, which are the byproducts of knowledge, and personal experience seen in social constructivism (Feist & Feist, 2009). To avoid the lack of development and social growth Bandura held the belief individual learning is through the observation of others and personal experience while Rotter theorizes an individual??™s behavior is predicted through understanding how the individual interacts through his or her environment (Feist & Feist, 2009).

The belief that the important part of personality development lies within the observation of an individual and his or her environment was something Mischel and Bandura were in agreement on (Moore, 1999). Mischel and Rotter were in agreement regarding learning in a social environment; however, Mischel did not depart from his belief that genetic factors were important as well (Feist & Feist, 2009). Kelly saw social influences more important than biological influences and the individual experiences present an influence from significant individuals in his or her life while developing individual personality (Feist & Feist, 2009). Kelly did expand on his belief by inferring that individuals do not design personal behavior because of how others act but through the understanding of events that change behavior (Feist &Feist, 2009). ConclusionHuman learning that results in behavior and formation of personality while responding to the individual??™s environment and internal beliefs defines the theories of learning. In comparison with the learning theory the humanistic theory advocates that the internal human drive aims toward the predetermined state of self.

Personality holds the belief that is does have an effect on behavior, human nature, and interpersonal relationships, as seen in the different perspectives and theories of personality. These characteristics invite a large amount of thought with a broad comprehension of how an individual fits into the matrix of psychology. ReferencesBoeree, C. G. (1997). Carl Rogers. My Webspace Files. Retrieved September 21, 2012 from http://webspace.

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