c) What discipline strategies would you use to encourage positive socialization in your children?

7. a) Review the Skill Focus in Chapter 4 entitled Gathering and Recording Information (page 73). Now consult your concept map in Activity 2.

b) Research the literature for articles that contain examples of child abuse. Summarize the facts of each case. What course of action would you recommend in each situation: counselling the parent, removing the child from the home, or imprisoning the abuser? Defend your point of view in a written paper. Be sure to follow the guidelines you reviewed in Activity 7a.

Personality

Socialization is one of the factors that sociologists identify as contributing to **personality**—a usual way of thinking, feeling and acting that is unique to an individual. It is natural to be curious about what makes each person unique. Every day we meet many people, all with their own set of personality traits or characteristics. But social scientists, both sociologists and psychologists, go further in examining personality. They search for answers to the following questions: How are personalities formed? What kinds of personalities are there?

How Does Personality Develop?

The nature-nurture debate has influenced our understanding of how personality is formed. For example, you may wonder whether some of your personality traits are inherited. Perhaps you have a sensitive nature just like your father or a keen sense of adventure just like your grandmother. Although newborn babies do show varying reactions to situations, they are not born with their personalities already formed. The way babies are treated and the personalities of the people surrounding them shape their development. For instance, a baby who is more active and appears to demand attention may actually get more attention than a quieter baby. On the other hand, children of outgoing parents will have more social experiences than children of reserved parents and may develop accordingly.

Cultural attitudes will also influence personality development, encouraging some personality traits and discouraging others. Traditionally, for example, many Western cultures encouraged males to be more active and females to be more passive. As you saw in Chapter 2, anthropologist Margaret Mead found societies where the opposite was true. Today, men and women are both encouraged to express a wider range of personality traits.

Some people believe that the order of an individual's birth within a family may play a role in personality development. The first-born child is

Figure 6–8

It has become much more common in Western cultures for fathers to take on nurturing and home-making roles, while more women work outside the home. What differences will this role reversal make to the socialization of children?

usually considered "special" because he or she is first. Parents are able to give their full attention to raising this child until the next one is born. Those who agree with this theory maintain that being first allows the oldest siblings to experience a richer environment than younger siblings and leads to their ability to be more social and affectionate. First-born children tend to be higher achievers than their younger siblings. Youngest children are also given special attention by parents and older siblings. A childhood spent socializing with others allows later-born children to become more outgoing than first-born children. Middle children, in contrast, possess no special role within the family and are not singled out for any special treatment. As a result, some may have lower self-esteem.

Some theories about the development of personality are closely linked to theories of child development. Through a variety of processes including socialization, children learn to define themselves and those around them. Various psychologists have proposed different models of child development that contribute to the growth of personality and a **sense of self**—an awareness of what it is that makes each of us unique.

Sigmund Freud and Personality Development

As you saw in Chapter 4, Sigmund Freud believed that the main force behind personality development was the unconscious mind. It is through the process of socialization, however, that the ego and superego develop in order to control the basic drives and instincts of the id. Through interacting with others, especially family members, the child develops a balanced personality that satisfies needs and wants, judges and acts on what is right and makes decisions appropriate to both the self and the society.

Jean Piaget and Cognitive Development

Jean Piaget (1896–1980) was interested in how children develop the ability to learn. Piaget showed that **cognitive development**—how people learn and use knowledge—is influenced by both social and psychological factors. He maintained that there are definite stages of mental development that change with the age of the child. However, these stages are influenced by the social experiences of the child, which is why socialization is so important to mental development. Piaget identified four stages in the cognitive development of children:

1. **Sensorimotor stage:** occurs between birth and age two. Babies look, touch, taste and listen. They know the world, not through thought, but only by direct experience.

2. **Pre-operational stage:** occurs between age two and seven. Children can experience the world mentally by using forms of communication, such as speech and print. They can think about things they are not immediately experiencing. However, they continue to view the world from their own point of view and cannot see things from the point of view of others.

Figure 6–9
These photographs illustrate Piaget's four stages of development. Identify each stage.

3. **Concrete operational stage:** develops between the ages of seven and eleven. These children can do complex operations, such as arithmetic and measurements, as long as the physical objects are present. They learn to think in terms of cause and effect, and they can see things from the point of view of others.

4. **Formal operational stage:** begins to develop in adolescence. Adolescents can think abstractly—that is, manipulate ideas without physical objects being present. At this stage, they use logic to see what evidence is available to support different ideas. They can also imagine alternatives to reality—other possibilities in life.

In recent years, other researchers have claimed that Piaget's stages are not as rigid as he thought and can be achieved earlier through socialization at home and at school. Nevertheless, it was Piaget who introduced the idea that personality develops over time and that children can shape their own social world as they grow.

Charles Horton Cooley and the Looking-Glass Self

Sociologist Charles Horton Cooley (1864–1929) believed that our sense of self or identity is developed during a process very close to socialization.

He maintained that our sense of self was derived from others, a theory he explained by using the image of a looking glass. The reactions of others, he said, are like mirrors that show us who we are. We look to others to see the reflection of our psychological selves as we look in mirrors to see the reflection of our physical selves. First, we imagine how important people in our lives view us; then we react to this perception with feelings such as pride or embarrassment. As a result, we develop a set of beliefs about ourselves: we say we are smart, funny or clumsy. At first, our parents serve as the looking glass. With time, our circle of interaction expands, and other people also serve as mirrors, building and organizing our self-concept.

self-concept—self-awareness and self-image

George Herbert Mead and Role Taking

Like Cooley, George Herbert Mead (1863–1931) maintained that the self develops through social interaction with others. Mead described this process as three stages of role taking. In stage 1, the preparatory stage, children imitate the behaviour of people around them, such as parents or older brothers and sisters. In stage 2, the play stage, children act out the roles of adults, such as a doctor or teacher. Through this play, children begin to understand the responsibilities of others. In stage 3, the game stage, children play group games and discover the rules and roles,within a team. They learn the expectations of the game and, over time, come to understand that there are expectations, rules and responsibilities for every role within society.

Erik Erikson and Lifelong Development

The development of the self does not end with childhood or adolescence; it is a lifelong process. According to developmental psychologist Erik Erikson, human psychological and personality growth do not end with physical maturity but continue throughout life. Erikson explains that in life there are several stages, which he calls "psychosocial stages" to indicate that they involve the interaction of the individual and the society. This interaction changes at each stage, involving different kinds of tasks or challenges, different types of significant social relationships and various possible outcomes. Success in meeting the major task at each given stage, says Erikson, allows the individual to proceed to the next one. Failure to meet the challenge in a positive way can prevent the individual from moving to the next stage. Erikson states that resolving the challenges at each stage leads to healthy personality development. (See Figure 6–10.)

psychosocial—both psychological and social

Personality Types and Traits

Because the mystery of personality has always fascinated us, it is one of the most studied of human qualities. As far back as the second century, the Greek physician Galen believed that people could be divided into four main personality types: melancholic (depressed, spiritless); choleric (irritable, violent); phlegmatic (calm, lazy); and sanguine (optimistic, cheerful, loving). Modern psychologist Hans Eysenck built on Galen's ideas by

Erikson's stages of development

Stage	Age	Challenge
Infancy and childhood	0 to 11 years	In the early years, relationships are usually with parents, family and nearby friends. The focus of these early years is to develop emotionally, socially, intellectually and physically so as to take one's place as an adult in society.
Adolescence	11 to 18	During this period, the young person strives to develop the concept of personal identity. Although this process may be painful and upsetting at times, it is necessary. Adolescents who develop a good self-image feel purposeful and competent. Those with a negative self-image feel unworthy and incompetent.
Early adulthood	18 to 25	At this stage, two concerns are most important: learning to form close, lasting relationships and commitment to a career choice. Both of these areas demand adjustment. People who achieve these goals can enjoy a close relationship and a satisfying career.
Middle adulthood	25 to 50	At this time, individuals develop a sense of being productive and accomplishing something worthwhile. Feelings of satisfaction may result from helping their children become adults or from making a social contribution. Feelings of regret may come from realizing that earlier goals have not been achieved. Later in this period, some people restructure their lives, sometimes branching out into new areas of endeavour.
Late adulthood	50 and over	In some societies, such as traditional China, this is a time for power and prestige. Elders are revered; their wisdom is respected. In industrial societies, the early years of this stage may bring power and prestige as people reach the top of their occupational ladders. In later years, people are often forced to retire. Although this stage can be a time of financial hardship and loneliness, many seniors live active and productive lives, pursuing projects they had no time for when they were younger.

Figure 6–10 ▲
Why did Erikson call these stages of development "psychosocial"?

adding the dimensions of extroverted/introverted and stable/unstable. He used the diagram in Figure 6–11 on page 132 as a way to define personality traits. The medicine wheel of some Aboriginal traditions also divides humans into four aspects: emotional, mental, spiritual and physical.

medicine wheel—a circle of stones with additional stones positioned like the spokes of a wheel; used as a site for rituals and meditation

This interest in personality continues even today as several recent models attempt to classify traits by describing various combinations of four or sometimes six personality types. Sociologists and psychologists all agree that in spite of quadrants and categories, individuals vary endlessly in the personality traits they possess. But humanist psychologist Carl Rogers took a slightly different approach by identifying the characteristics of what he called a healthy personality. Rogers found that people with healthy personalities tend to like themselves and make decisions based on what is right for them. In their relationships, they listen to others and try to understand and accept them. They trust their own experiences and are willing to accept both the good and bad aspects of their own personality. Healthy people are more concerned with self-evaluation than with how others judge them. They recognize that growth is a painful but necessary process because it allows them to express their own individual uniqueness.

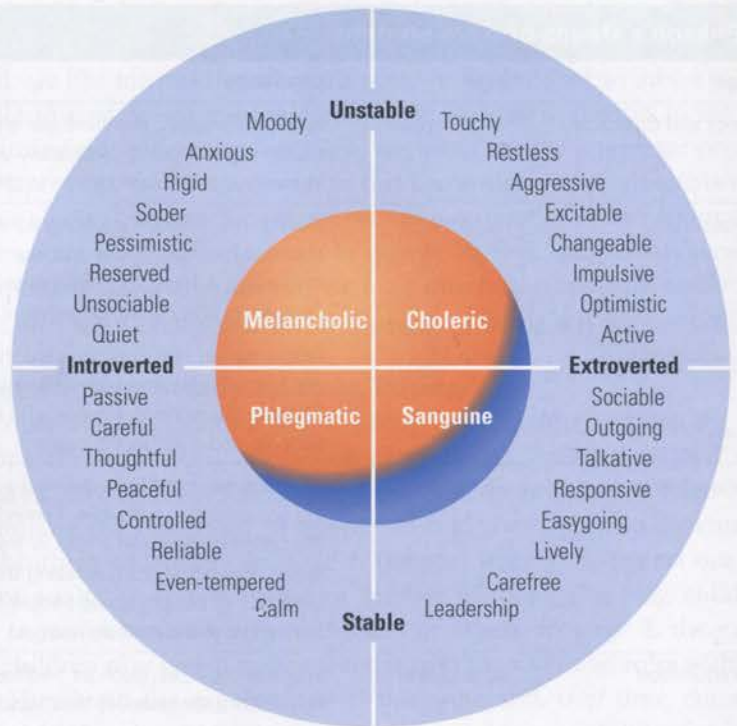The psychologist Abraham Maslow identified personality traits of those
he considered self-actualized—people who successfully meet their needs
and fulfill their potential. These individuals

- see things as they are, not as they wish them to be

- accept themselves for what they are, even though they may have some
  regrets

- think and behave independently, although they are willing to conform
  in small matters

- have a task or mission in life rather than focus primarily on themselves

- stick with what they think is right rather than be swayed by others

- react with emotion to important life experiences

- have concern for and a sense of kinship with other human beings

- experience deep emotional ties with other people

- accept differences among people

- live according to definite moral or ethical standards

- have a sense of humour that is not unkind to others

- can see some of the faults or limitations of their own culture

Assess Your Own Personality

Carl Jung first developed the idea that personalities tend to be either extroverted or introverted. Jung defined extroverts as more interested in the world around them and in other people. He described introverts as more preoccupied with their own thoughts and feelings. Of course, the world needs all kinds of people—those who are extroverts, introverts or a combination of the two. Understanding our own personality traits gives us greater insight into ourselves, our relationships and the type of work and play we prefer.

Most people have a combination of these characteristics. How strong is each characteristic in your own personality? The following personality assessment will help you find out. Write the letter you choose for each answer in your notebook.

1. In group conversations
   a) I often take the lead.
   b) I would rather listen than talk.

2. Would you most like to spend an evening
   a) at a loud party with good company?
   b) at home reading or listening to music?

3. Others usually see me as
   a) active and lively.
   b) quiet and restrained.

4. Spending time by yourself is something you
   a) try to avoid.
   b) find enjoyable and refreshing.

5. When you make a phone call do you
   a) dial and say whatever comes to mind?
   b) rehearse what you will say?

6. At the end of a day dealing with lots of people, do you
   a) feel energized?
   b) need some quiet time?

7. When the phone rings at home, do you
   a) always answer it?
   b) sometimes don't answer if you don't feel like talking?

8. Do you come up with your best ideas
   a) in a group with other people?
   b) on your own?

9. I like to have
   a) many casual friends.
   b) a few close friends.

10. I would rather
    a) sell things to people.
    b) write a book.

11. Most of the time I would rather
    a) do things rather than talk about them.
    b) talk about ideas.

12. When in a crowd
    a) I feel energized.
    b) I would like to get away.

13. Most of the time
    a) I want to be the centre of attention.
    b) I enjoy working behind the scenes.

Total your **a**'s and **b**'s. Ten or more "**a**" responses mean that you tend to be an extrovert: You are happiest when you are with other people and you draw energy from being around them. Ten or more "**b**" responses mean that you tend to be an introvert: You are more comfortable when you are not in social situations and you feel that other people draw energy from you. If you scored about the same number of **a**'s and **b**'s, you probably experience a combination of both tendencies and feel comfortable when you are with people and when you are alone.

Does this self-test agree with your own self-assessment? Share your results with at least two other people. Do the results match how others see you? How valid do you think such self-tests may be?