

PERSONALITY, INDIVIDUAL AND CULTURAL DIFFERENCES

Grado en Comportamiento y Ciencias Sociales BBSS SEP-2023 PICD-BS.2.M.A

Area Others

Number of sessions: 30

Academic year: 23-24

Degree course: SECOND

Number of credits: 6.0

Semester: 1º

Category: BASIC

Language: English

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RAMON MENDEZ RODRIGUEZ

PASSIONATE EXPERT IN PEOPLE UNDERSTANDING & DEVELOPMENT: THERAPIST & MASTER IN HUMANISTIC PSYCHOLOGY WITH CORPORATE BACKGROUND

2020: Master in sex & couples therapy (Universidad Autónoma Madrid)

- 2017-2019: Master in Humanistic therapy (Universidad Alcalá de Henares)
- From 2011: Professor at IE (Branding, innovation, marketing)
- 2011- 2016: EU Regional Manager & Content Director in BMC Strategic Innovation(Branding, Consumer and Innovation Agency, working with top global companies, such as Coca Cola, Heineken, Unilever, Nespresso, BBVA,...)
- 2003-2011: Marketing Manager & Brand manager. Kraft Foods(Now Mondelez). Brands: Milka, Oreo, Chips Ahoy!, Tassimo, Philadelphia...
- 2000-2003: Product Manager. Unilever. Brand: Dove

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SUBJECT DESCRIPTION

We all have different psychological characteristics that determine our personality, and we express this everyday through our thoughts, values, feelings, behaviors and skills. But where does our personality come from? What makes us unique?

This is not an easy question to answer and there are still many discussions and theories about this topic. Different models try to explain how our personality is shaped, considering both internal (“nature”) and external factors (“nurture”).

Culture is an essential external factor that influences our personality development. It is the contextual framework where we grow up and learn some of our values. We can always observe some consistency in human values and behaviors/expressions within the same culture and this proves how important is this context in our development.

In Personality, Individual and Cultural Differences, we take a hands-on and practical approach to the study of personality. As part of the course, we will study different models ranging from the first psychodynamic model, to humanistic theories, the study of traits, biological foundations, personality structures and disorders, and other models used for human development.

Personality and culture are highly relevant topics today that allow a deep understanding of diversity and an ability to work and connect with different people and profiles. Companies are also dedicating more resources to help avoid stereotypes and focus on everyone’s uniqueness in order to create good teams and collaborative work environments.

LEARNING OBJECTIVES

By the end of this course, the student will have a good knowledge of types of theories of personality. Specifically, the student will be expected to:

- Have a deep understanding of personality models and their implications; they will also develop their own critical point of view about the main personality concepts.
- Understand the difference between "nature and nurture", and the role that genetics and environment have in each person's personality, while understanding how culture influences and/or builds personality.
- Comprehension of the different theoretical approaches within the field of personality psychology,
- Identify the different personality structures and disorders, influence in our intelligence, other models used for personal or corporate development.
- Understand how we perceive ourselves (self-concept, self-esteem and self-awareness) and how we compare with others.
- Comprehend the role of intelligence and types of intelligence in our personality.
- Be able to apply personality theories to the analysis of real life people (in both your personal and professional life) and use these concepts to explain behaviors and patterns of change.
- Develop the skills to self-assess your personality and identify other people’s personality and traits, understanding how these fit in their cultures.

TEACHING METHODOLOGY

IE University teaching method is defined by its collaborative, active, and applied nature. Students actively participate in the whole process to build their knowledge and sharpen their skills. Professor’s main role is to lead and guide students to achieve the learning objectives of the course. This is done by engaging in a diverse range of teaching techniques and different types of learning activities such as the following:

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	23.33 %	35.0 hours
Discussions	16.67 %	25.0 hours
Exercises in class, Asynchronous sessions, Field Work	16.67 %	25.0 hours
Group work	20.0 %	30.0 hours
Individual studying	23.33 %	35.0 hours
TOTAL	100.0 %	150.0 hours

PROGRAM

MODULE I: PERSONALITY OVERVIEW

SESSION 1 (LIVE IN-PERSON)

SYNCHRONOUS - INTRODUCTION TO PERSONALITY

- Welcome & introductions
- Course objectives and expectations
- Definitions of Personality.
- Assessing personality and main challenges

Activity:

- *Debate of personality and challenges to assess it*

SESSION 2 (LIVE IN-PERSON)

SYNCHRONOUS - WHAT MAKES YOU UNIQUE?

- What makes you unique?
- Nature vs. nurture
- Different psychological approaches
- *Activity:*
- *Drawing a personality post-it Define your uniqueness. U collage.*

SESSION 3 (LIVE IN-PERSON)

SYNCHRONOUS - PERSONALITY & CULTURES

- Cultural framework: context, values
- Individual and cultural differences
- Stereotypes vs. archetypes
- Cultural expressions: theater, cinema, literature
- Minorities cultures

Activities:

- *Show us your culture with a film. Discussions of stereotypes vs. archetypes*

SESSION 4 (ASYNCHRONOUS)

ASYNCHRONOUS -YOUR CULTURE ASSIGNMENT (FORUM)

- Please define with your words what is your culture
- Explain the most important values, beliefs and restrictions in your culture
- Share a film, book, theater play or other artistic expression that represent very well your culture and why.

MODULE II: A WIDE RANGE OF PERSONALITY THEORIES

SESSION 5 (LIVE IN-PERSON)

SYNCHRONOUS: PSYCHODYNAMIC MODELS

The structure of personality

- Common well-being vs. Individual well-being: Postmodernism, Existentialism and Psychoanalytical Theory as the basis of modern Psychology
- Psychic formation through the Oedipus Complex in Sigmund Freud and Jaques Lacan
- Neurosis, Perversion, Psychosis The three parts (in Freud) and three realms (in Lacan) of the Psyche: how they conceive and organize reality

SESSION 6 (LIVE IN-PERSON)

SYNCHRONOUS: PSYCHODYNAMIC MODELS II

Personality and stability. Guest Speaker: Jaime Azrad

- Integration of the outside world as a must to function
- Anxiety, depression, addiction, co-dependence, phobias, OCD
- Freud's Civilization and Its Discontents and Lacan's speeches's explanation of what Culture and Capitalism has brought to our society
- Defense Mechanisms

SESSION 7 (ASYNCHRONOUS)

ASYNCHRONOUS - HUMANISTIC THEORIES (FORUM)

- Humanism, the uniqueness of human condition and importance of emotions
- Humanism vs. psychoanalysis and cognitive behavioral psychology
- Theories: The Personality Theory of Carl Rogers, Maslow Motivation Theory

Activities:

- *Reading (blackboard): Humanistic theories*
- *Video*
- *Questions: Understanding your key motivations today*

SESSION 8 (LIVE IN-PERSON)

SYNCHRONOUS - HUMANISTIC THEORIES II - TRANSACTIONAL ANALYSIS

- Deepening into humanistic psychology
- Transactional Analysis: Eric Berne.
- Life script
- 3 Ego states and types
- Transactions & Games people play

Activities:

- *Spotting your ego state in real situations*
- *Analysis of conflicts & games (films)*

SESSION 9 (LIVE IN-PERSON)

SYNCHRONOUS - HUMANISTIC THEORIES III - GESTALT & OTHERS

- Gestalt: Fritz Perls
- Gestalt cycle and defense mechanisms
- Psychodrama: Jacob Levy Moreno
- Bioenergetics: Alexander Lowen
- The Positive Revolution: Positive Psychology (Martin Seligman)

Activities:

- *Discussion. Pros and cons of each theory/approach when analyzing personality*

SESSION 10 (LIVE IN-PERSON)

SYNCHRONOUS - OTHER PERSONALITY MODELS - BIG 5, EYSENCK MODEL, MYERS-BRIGGS

- Personality type and trait
- Eysenk's Hierarchical Model: Superordinate level, trait, habitual and specific response
- Big 5 personality traits: Neuroticism, openness, agreeableness, extraversion, conscientiousness
- Myers-Briggs personality types

Activities:

- *Reading: Personality trait, Eysenk's Hierarchical model*
- *Concept Video*

SESSION 11 (ASYNCHRONOUS)

ASYNCHRONOUS - OTHER PERSONALITY MODELS - THE BIG 5 FACTORS THEORY (FORUM)

The Big Five factor theory:

- Openness
- Neuroticism
- Agreeableness
- Extraversion
- Conscientiousness

Activities:

- Draw 2 big 5 diagram
- 1. based on yourself assesment
- 2. Based on 3 close friends/relatives assesment
- Comment your learnings

SESSION 12 (LIVE IN-PERSON)

SYNCHRONOUS - BIOLOGICAL FOUNDATIONS OF PERSONALITY

- Historic perspective on biological findings and scientific theories
- Evolution and personality
- Genes and Personality
- Neurophysiological mechanism

Activities:

- Draw your genogram. Share your learnings
- Hormones and personality: 1 minute presentations

MODULE III: PERSONALITY STRUCTURE & DISORDERS

SESSION 13 (LIVE IN-PERSON)

SYNCHRONOUS - PERSONALITY STRUCTURES - OVERVIEW & NEUROTIC STRUCTURES

- 3 types of personality structures: Neurotic, limit and psychotic structures
- Healthy and pathological side of each structure
- Neurotic structures: Obsessive, hysterical, passive-aggressive

Activity:

- Personality assessments in some films
- In other personalities' shoes: Mimicking personality structures

SESSION 14 (LIVE IN-PERSON)

SYNCHRONOUS - PERSONALITY STRUCTURES. BORDERLINE & PSYCHOTIC STRUCTURES

- Borderlines structures: narcissist, borderline, psychopath
- Psychotic structures: Paranoid and schizoid
- Healthy and pathological side of each structure

Activity:

- Personality assessments in some films
- In other personalities' shoes: Mimicking personality structures

SESSION 15 (ASYNCHRONOUS)

ASYNCHRONOUS - INDIVIDUAL ASSIGNMENT - PERSONALITY IN A SCENE

Briefing for individual assigment

- Choose one scene (a personal story or a film scene) and analyse the personality of the main

characters using different lenses:

- Cultural framework
 - Psychodynamic models & defense mechanisms
 - Humanistic theory: Transactional analysis and gestalt
 - Personality structures
- You should explain briefly the scene at the beginning, share your analysis following the different approaches and finally give your point of view about the most useful theory/approach in your analysis.
- Format: Word document. 1 side. Minimum 1,5 space.

SESSION 16 (LIVE IN-PERSON)

SYNCHRONOUS - PERSONALITY DISORDERS/CONDITIONS

- What is a personality disorder?
- When the structure becomes pathological.
- Psychopathologies & diagnose
- Types; Suspicious (paranoid, schizoid and antisocial), Emotional and impulsive (borderline, and narcissistic), Anxious (avoidant, dependent and obsessive compulsive).

Activities:

- *Discussion around disorders, stigmas and labels*

SESSION 17 (LIVE IN-PERSON)

SYNCHRONOUS - PERSONALITY DISORDERS/CONDITIONS - SCHIZOPHRENIA, BIPOLARISM, DEPRESSION & PHOBIAS

- Deep dive in Schizophrenia, bipolarism, depression and phobias
- Symptoms and factors

Activities: Personality disorders in films, Prepare and present some Disorders/Conditions in class

MODULE IV: SELF-CONCEPT & INTELLIGENCE

SESSION 18 (LIVE IN-PERSON)

SYNCHRONOUS - SELF-CONCEPT & SELF PROCESS

- The Self-concept: How do we know our own personality?
- Evaluating the self: Self-awareness, self-schema & self-esteem
- Culture and self-serving biases. Social Comparison

Activity:

- *Experiment "social label"*

SESSION 19 (LIVE IN-PERSON)

SYNCHRONOUS - THE SEXUAL SELF

- Gender Identity and Sexual orientation as part of self concept

- Genderbread Model: Gender identity, gender expression, Biological Gender, Sexual orientation
- Sexual identity and identity awareness process
- Stereotypes and barriers

Activity:

- *Video Guess the sexual orientation & stereotypes.*
<https://www.youtube.com/watch?v=NUpSP1WVR84>
- <https://www.genderbread.org>

SESSION 20 (LIVE IN-PERSON)

SYNCHRONOUS - INTELLIGENCE & INDIVIDUALITY

- Intelligence & types of intelligence
- Psychometric tests
- How do genes and environment influence intelligence?
- Group differences in intelligence & correlation with other factors

Activity:

- *Document with key concepts*
- *Video*
- *In class assessment of your most developed types of intelligence*

MODULE V: PERSONALITY UNDERSTANDING IN ACTION

SESSION 21 (LIVE IN-PERSON)

SYNCHRONOUS - UNDERSTANDING PERSONALITY- KEY CONCEPTS IN PRACTICE

- In-depth interview to deeply and really understand someone's personality: Interview structure, elements, context
- The power of open questions and open and active listening
- Transference and countertransference: Avoiding your own projections

Activity:

- *Role play interview*

SESSION 22 (LIVE IN-PERSON)

SYNCHRONOUS - UNDERSTANDING PERSONALITY- REAL INTERVIEW

- Key concepts from previous session and observation

Activity

- *Interview in practice in triads: interviewer, interviewee and observer. Sharing of key learnings*

SESSION 23 (LIVE IN-PERSON)

SYNCHRONOUS - PERSONALITY IN CORPORATE

- Global companies in different local cultures

- Working in a diverse environment: different personalities within a corporate cultural
- Brands: Motivational map, Iconic brands & Archetypes
- Personality assessment & HR departments

Activities:

- *Document with key concepts*
- *Share your first thoughts (pairs)*

SESSION 24 (LIVE IN-PERSON)

SYNCHRONOUS - PERSONALITY IN CORPORATE

- Global companies in different local cultures
- Working in a diverse environment: different personalities within a corporate cultural
- Brands: Motivational map, Iconic brands & Archetypes
- Personality assessment & HR departments

Activities:

- *Document with key concepts*

SESSION 25 (LIVE IN-PERSON)

REVIEWING KEY CONCEPTS & PRACTICE

- Review of class concepts
- Apply key concepts in reallife examples
- Practice with a mock exam
- Discussion of key points of course and clarification of questions concepts

SESSION 26 (LIVE IN-PERSON)

SYNCHRONOUS - WORKING SESSIONS WITH TEAMS

Working sessions for final project and key questions. The project aim at analyzing a celebrity in depth, applying the learned concepts.

20 minutes per team

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20 minutes per team

SESSION 28 (LIVE IN-PERSON)

FINAL PROJECTS PRESENTATIONS

SESSION 29 (LIVE IN-PERSON)

FINAL PROJECTS PRESENTATIONS

SESSION 30 (LIVE IN-PERSON)

SYNCHRONOUS - FINAL EXAM

30% multiple choice (15 questions) and 70% open-ended questions to apply theory to real cases.

EVALUATION CRITERIA

It's required to work outside the class, preparing reports, participating in forum, doing presentations and a final project. Both individual and group work will be taken into account in the final grade.

It is important to be respectful and proactive during in-class sessions as well as in the group projects, For the group project, students will choose who they will work with.

You will have two exams: midterm and final. The final exam will be cumulative. During the entire course, the students will receive feedback on the activities they are presenting, so they can keep track of their grade and be in control of it. Attendance will also be taken into account daily, for the very same reason.

Evaluation criteria details:

- Class participation and attendance (15%): Attendance is mandatory and will, therefore, have an impact on the final grade. Discussions and debates will count towards participation (including the one in forum). this grade (participation, engaged listening, self-involvement in class...).Participation will be evaluated according to attention paid, participation in discussions and debates and general involvement within the course, including the participation in forums and asynchronous session.
- Final Team Project (30%): Each student will be part of a group project that will have to be presented by the end of the term. You will have to deeply analyze the personality of a well-known celebrity, using the tools and models from class. Specific briefing and details will be presented in class prior to the due date and uploaded to Campus.
- Individual assignment and tests (20%): Each students will have to write one individual assignment (10%) and complete 1 online tests (10%) during the course.
- Final Exam (35%): 30% multiple choice (15 questions) and 70% 3 open-ended questions to apply theory to real cases.

criteria	percentage	Learning Objectives	Comments
Class Participation	15 %		
Group Presentation	30 %		
Individual Work	20 %		
Final Exam	35 %		

RE-SIT / RE-TAKE POLICY

RETAKE & RESIT POLICY

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July. Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

Ø Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).

Ø It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance. All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)

Ø The June/July re-sit will consist of a comprehensive evaluation of the course. Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call. Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Ø Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program.

BIBLIOGRAPHY

Recommended

- Michael S. Gazzaniga. (2018). *Psychological Sciences*. 6th edition. Norton. ISBN 9780393640366 (Printed)

- Eric Berne. *Transactional Analysis in Psychotherapy*. Condor Books. ISBN 0285647768 (Digital)

- George Boeree. *Personality Theories: From Freud to Frank*. ISBN 1979563101 (Printed)

- Jeremy Holmes. *John Bowlby and Attachment Theory*. 2nd. Routledge. ISBN 0415629039 (Printed)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.