

Comparison of McAdams's Life Story Model with Piaget and Erikson

	Piaget	Erikson	McAdams (2004)	McAdams (2015)
Infancy-Toddler Birth to 5 years	Sensory-Motor Preoperational	1. Trust 2. Autonomy 3. Initiative	<p style="text-align: center;">Level 1: Dispositional Traits</p> <ul style="list-style-type: none"> • broad, relatively stable individual differences in basic styles of thinking, feeling, and behaving • Predictive of important trends across different settings in thought, feeling, & behavior • highly genetic-inherited <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ol style="list-style-type: none"> 1. Introversionon/Extroversion 2. Agreeableness 3. Neuroticism 4. Conscientiousness 5. Openness to Experience </div> <p style="text-align: center;">Level 2: Characteristic Adaptations</p> <ul style="list-style-type: none"> • constructs of personality such as goals & motives, values, stage-specific concerns, & domain specific skills • what people want in life & how they go about getting what they want • e.g., motives of intimacy, generativity • affected by different contexts & circumstances, not as consistent as traits <p style="text-align: center;">Level 3: Narrative Identity</p> <ul style="list-style-type: none"> • Questions about "Who you are, What is your life's purpose? What does your life mean?" • Life stories = psychosocial constructions, i.e., authored both by self and the social world 	<p style="text-align: center;">Layer 1: Social Actor</p> <p>Content: Temperament, dispositional traits "BIG 5"</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ol style="list-style-type: none"> 1. O = Openness to Experience 2. C = Conscientiousness 3. E = Extroversion (vs. Introversion) 4. A = Agreeableness 5. N = Neuroticism (vs. Emotional stability) </div> <ul style="list-style-type: none"> • How do I act? What do I feel? • Focus is on the present • Emerges in Infancy <p style="text-align: center;">Layer 2: Motivated Agent</p> <p>Content: Personal goals, plans, projects, values</p> <ul style="list-style-type: none"> • What do I want? What do I value? • Focus is on the present & future • Emerges in middle childhood: competence & self-esteem, achievement, power • Values: morality, religion, politics <p style="text-align: center;">Layer 3: Autobiographical Author</p> <p>Content: Narrative identity</p> <ul style="list-style-type: none"> • What does my life mean? Who am I? Who have I been? Who am I becoming? • Focus is on past, present, & future • Emerges in "emerging adulthood" = ca. 17 to mid-20s • the "life story" may change in middle adulthood and in older age
Childhood 5-12 yo	Preoperational Concrete Operations	3. Initiative 4. Industry		
Adolescence (Puberty) 13-18 yo	Concrete Operations to Formal Operations	5. Ego Identity (vs. Confusion)		
Adulthood	Formal Operations	6. Intimacy 7. Generativity 8. Ego Integrity		

Habermas & Bluck (2000): Adolescent Autobiographical Development

- Temporal Coherence: Sequences of Events
- Biographical Coherence: Sequences Events since birth
- Causal Coherence: How events are linked together
- Thematic Coherence: How life event sequences illustrate trends, themes

McAdams: Middle-aged Adult Lives

High vs. Low Generativity: Concern for the future, contributions to next generation

Redemptive Life Stories

1. Early blessing or advantage
2. Early sensitivity to sufferings of others
3. Guided by clear personal ideology, stable over time
4. Redemption Sequences: Bad tuned into good outcome
5. Goals for future benefit of society

Habermas, T., & Bluck, S. (2000). Getting a life: The development of the life story in adolescence. *Psychological Bulletin*, 126, 748-769.

McAdams, D. P. (2004). The redemptive self: Narrative identity in America today. In D. R. Beike, J. M. Lampien, and D. A. Behrend (Eds.), *The self and memory* pp. 95-115). New York: Psychology Press.

McAdams, D. P. (2015) The art and science of personality development. New York, NY: The Guilford Press.