The Constructed Awareness Orientation Theory And Typology: A New Model Of Personality For Psychotherapy

Tyler Orr

Constructed Awareness Institute,
PO Box 14, Georgetown, TN 37336, United States
https://orcid.org/0000-0002-8195-4484
Corresponding author: Tyler Orr;tyler@tylerorr.com.

Abstract – **This conceptual article introduces Constructed Awareness (CA), an emerging therapeutic approach to treating trauma that incorporates a personality theory known as orientation and a typology of six personality expressions called orientation styles. The first section presents CA as a treatment model. The second section explores the CA theory of orientation and personality, defining these concepts while addressing longstanding myths and challenges in the study of personality. The third and fourth sections delve into the components and structure of orientation. The article concludes with a discussion of the implications of applying the CA orientation model in clinical practice and suggests directions for future research, offering a novel framework for integrating personality theory into trauma therapy.**

Keywords – Constructed Awareness, personality, orientation, typology, psychotherapy.

Introduction

For centuries, philosophers and scientists have explored the elements of human nature and individual differences. The modern concept of personality has deep roots in the ancient Greek notion of *persona*—the masks used in theater to depict various characters (Hakulinen et al., 2020). Over time, this concept evolved, with *character* and *temperament* becoming central terms that reflected virtues, morality, and biological predispositions. These ideas laid the groundwork for what would eventually become modern personality theories (Giordano, 2017; Kavirayani, 2018). As psychology and genetics emerged in the nineteenth century, the systematic study of personality began to take shape, leading to significant insights into human behavior, cognition, and emotional complexities (Kavirayani, 2018). The last century of personality research has led to the development of widely accepted models, such as the Big Five personality traits, which have garnered significant consensus in the field (John et al., 1991). However, despite these advancements, there remains no universal agreement on the broader definition of personality or the relative influence of biological and environmental factors, leaving researchers to grapple with personality's precise nature (Bergner, 2020).

This lack of consensus underscores the need for new perspectives in understanding personality, particularly in therapeutic contexts. Constructed Awareness (CA; Orr et al., 2024), an emerging mindfulness-based, trauma-focused therapy model, addresses this need by offering a novel framework that integrates personality theory with practical therapeutic applications. CA incorporates a theory of personality known as *orientation* and a typology of six personality expressions called *orientation styles*. While typological approaches have been widely debated and criticized for their potential to oversimplify complex human behaviors (Hrebinnyk, 2019), CA's framework seeks to mitigate these concerns by emphasizing the fluid and dynamic nature of personality expressions within therapeutic settings. This approach is designed to bridge the gap between abstract personality concepts and their tangible impact on trauma therapy outcomes.

Using Mayer's (2020) personality systems framework, which provides a comprehensive approach to understanding the complex interactions within personality, this article outlines the definition, parts, and organization of orientation and its associated

typology. The discussion further explores diverse and often conflicting definitions of personality and distinguishes personality and orientation as two distinct concepts in response to these contradictions. CA posits that three domains, termed *building blocks*, comprise the human experience: mental (M), sensation (S), and external (E) building blocks. Orientation is defined as the fluid organization and reciprocal interplay of these three building blocks, while personality is identified as the behavioral expressions resulting from this organization.

Finally, this article examines the implications of applying the CA orientation model and typology in clinical practice, offering insights into how this framework can enhance therapeutic outcomes. It also suggests directions for future research, emphasizing the potential of CA to contribute to a more nuanced and effective understanding of personality within the realm of trauma therapy.

What is Constructed Awareness?

CA relies on three foundational principles (Orr et al., 2024). The first principle is that bringing awareness to a client's experience changes their experience. While many well-established approaches to psychotherapy rely on the idea that self-control (i.e., the ability to be in control of one's behavior and to restrain or impede one's impulses; American Psychological Association, 2016) is necessary for modifying thoughts, feelings, and behaviors (Marcos & Calero-Elvira, 2015), CA diverges by asserting that determination alone is often ineffective for emotional regulation. Instead of managing the client's experience, CA suggests that change occurs when the client mindfully observes their experience. Hence, CA therapists view self-awareness as the catalyst for personal growth and change (Orr et al., 2024).

CA's second principle is that three building blocks comprise the entire conscious human experience: thoughts, sensations, and external senses (Orr et al., 2024). This principle builds on the first by emphasizing that enhancing awareness of how these building blocks construct reality is crucial. By deepening self-awareness, particularly of the underdeveloped building blocks, clients can improve their ability to focus attention, regulate themselves, and foster connections with others.

The third principle of CA is that clients often orient their awareness more strongly to one of the three building blocks (Orr et al., 2024). That is, they rely on one building block more than the others to regulate themselves and connect with the world. Additionally, their dominant building block may change based on where they are, who they are with, and what they are doing. Sometimes, clients are Mentally Oriented; they depend on logic and reason to regulate their emotions and prefer to connect intellectually. On other occasions, they are Externally Oriented; they focus more on what is happening outside of themselves, scanning their environment to determine if they need to adapt or give of themselves to meet the environment's needs. In other instances, clients are Sensation Oriented; they focus mainly on what they feel in their bodies and tend to express themselves more physically (Orr et al., 2024). These three orientations are the basis of the CA typology.

CA uses specific mindfulness-based resources, including *tuning*, to balance and integrate all three building blocks (Orr et al., 2024). Tuning is a systematic practice that helps clients regulate and improve self-awareness of all three building blocks by purposefully shifting their attention from their thoughts to their sensations and external senses. As a unique technique of CA, tuning is derived from an aspect of mindfulness known as the *self-regulation of attention* (Turcotte et al., 2023). Self-regulation of attention requires concentrating on one point of awareness and intentionally shifting to another (Turcotte et al., 2023). An example of tuning would be a client noticing details about a mental image, then shifting awareness to an object in their external environment or to a sensation. Linking the building blocks through tuning is consistent with Siegel's (2009) statement, "The integration of consciousness involves the linkage of differentiated aspects of attention into a state of mindful awareness in the moment" (p. 167).

The Constructed Awareness Theory of Orientation and Personality

The CA perspective of personality is similar to its understanding of emotion, which aligns with Barrett's (2017a & 2017b) theory of constructed emotion. Barrett departs from classical theories of emotion (Darwin, 1872; Ekman & Friesen, 2003) by suggesting that instances of emotion are not fixed reactions to stimuli. Rather, they are dynamic, multifaceted constructs shaped by appraisal, interoception, exteroception, and cultural context (Barrett, 2017a & 2017b). Inspired by Barrett (2017a), CA describes emotions as constructed experiences composed of the three building blocks (Orr et al., 2024). CA therapists express this

configuration as thought + sensation + external stimuli = emotion. Emotions are regarded merely as concepts that describe the collective experience of the building blocks. Rather than working with emotions, CA therapists help clients explore the building blocks that construct emotions.

Similarly, CA views memories as fluid constructions of past experiences. This assertion aligns with prevailing theories in neuroscience and psychology that understand memories as experiences that are reconstructed each time they are retrieved (Chadha, 2018; Levine, 2015). According to Levine (2015), memories are not fixed entities stored intact in the brain. Instead, memories are "re-membered." Levine characterized this concept with the ancient Egyptian legend of Isis and Osiris. After Osiris was murdered, his enemies dismembered his body and scattered his pieces across the earth. Driven by her love for Osiris, Isis collected his scattered parts and "re-membered" him by bringing his members back together. When you recall a past experience, your nervous system reassembles elements of the event (i.e., mental representations of what you saw, heard, smelled, tasted, and felt) and projects a unique expression of the memory into your consciousness (Levine, 2015).

Research on mood-state memory recall affirms Levine's (2015) stance. In this phenomenon, people more easily access memories when their current emotional state matches those experienced during the initial memory encoding (Faul & LaBar, 2023). Mood can also impact memory's encoding and retrieval processes, affecting how information is stored and accessed in the brain (Knott et al., 2014). Therefore, mood can considerably shape memory recall. Rather than being intact entities stored in the brain, memories are constructions continuously in flux, perpetually forming and reforming, and changing in content and structure every time they are recalled (Levine, 2015).

CA's personality perspective aligns with its view of emotion and memory, mirroring Eastern personality traditions, such as those found in Hinduism, Buddhism, and Taoism. This view asserts that personality is dynamic, fluid, and affected by internal and external factors (Chadha, 2018). In Eastern philosophy, notably Buddhism, the concept of *Anatta* (i.e., no-self) questions the notion of a fixed, intrinsic identity or personality (Chadha, 2018). Anatta suggests that the self is impermanent and illusory, emerging from the interplay of ever-changing interoceptive and exteroceptive phenomena (de Silva, 2014). The Buddhist view of personality brings into question the reality of personality (de Silva, 2014; Giordano, 2019). If personality exists, as is posited by many theorists, can it be found, understood, and defined? Philosophers and scientists have sought to answer such questions for centuries without consensus (Bergner, 2020). In the next section, I explore the illusory nature of personality and the illusiveness of defining it.

Myths of Personality

Mayer (2020) proposed a personality systems framework for organizing personality theories. His structure consists of four topics: (a) personality's definition, (b) parts, (c) organization, and (d) development. I employ Mayer's (2020) framework to arrange and convey the CA orientation model. In this section, I begin with Mayer's (2020) first step, defining personality, by calling into question three commonly held but potentially questionable myths about the nature of personality: (a) personality is fixed, (b) personality is the study of the whole person, and (c) personality is an underlying causal entity within a person.

Personality is Fixed

A debate has persisted over the stability of personality (Bleidorn, 2022). While it has often been conceptualized as stable over time (Dalal et al., 2015; Li et al., 2014; McCrae & Costa, 2008; Peeters et al., 2006; Roberts et al., 2006), research has also shown that personality traits can change and adapt, influenced by environmental factors, life events, and personal development (Tasselli et al., 2018). This view emphasizes both stability and flexibility, recognizing that while personality can have enduring traits, it is also subject to change. Despite the longstanding view that personality is fixed, some theorists have argued for its fluidity. Gendlin (1964) asserted that personality takes diverse forms and changes based on people's experiences with their environment. Allport (1961) also suggested the potential for personality to change when he said, "... the pull of the situation is, however, so powerful that we are forced to regard personality as never a fixed entity or pattern" (p. 181). Mischel (1968) criticized the fixed trait approach to personality, declaring it incompatible with evidence that people's behavior is determined by their situations. Though these researchers presented personality as ever-changing, the literature has historically neglected the possibility that

personality can vary, and few studies have explored when and how such adaptations occur (Tasselli et al., 2018). However, recent research has started to fill this gap, highlighting the dynamic nature of personality and its capacity to change over time, thereby challenging the traditional notion of a fixed personality (Roberge & Huang, 2019).

Personality is the Study of the Whole Person

Psychological literature widely refers to personality as the study of the whole person (Bergner, 2020). For example, McAdams (2009) stated, "Personality psychology is the scientific study of the whole person" (p. 2). Similarly, Funder (2016) stated that "This definition (of personality) gives personality psychologists their unique mission to study whole persons" (p. 5). Likewise, Cervone and Pervin (2013) contend that "...the notion of personality is comprehensive. It refers to all aspects of persons" (p. 8).

The issue with this view is that while personality encompasses a broad range of traits and characteristics, it does not capture the entirety of what makes up a person. Personality characteristics comprise only a subset of traits (Bergner, 2020). A researcher must acknowledge many more aspects about a person to provide a complete picture beyond details about their personality. The entire range of personal characteristics would be required to fully describe a person, not just the subset comprising their personality characteristics (Bergner, 2020). Thus, the idea of studying the whole person through personality alone is inherently limited.

Personality is an Underlying Causal Entity Within a Person

Personality is often seen, in whole or in part, as an entity (e.g., a structure or mechanism) that underlies behavior (Bergner, 2020). For example, in the widely cited definition, Allport (1961) stated that personality is "the dynamic organization within the individual of those psycho-physical systems that determine his characteristic behavior and thought" (p. 28). More recently, Funder (2016) asserted that personality "refers to a person's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms—hidden or not—behind these patterns" (p. 5). Finally, Larsen and Buss (2017) defined personality as "the set of psychological traits and mechanisms within the individual that are organized and relatively enduring and that influence his or her interactions with, and adaptations to, the intrapsychic, physical, and social environments" (p. 4).

The problem with viewing personality as a causal entity lies in its intuitive acceptability and the difficulty of substantiating it with empirical evidence (Bergner, 2020). Descriptive psychologists like Bergner (2017), Ossorio (1978), and Schwartz (2019) maintain that personality conveys specific facts about people; it does not represent any underlying structures, mechanisms, systems, or entities that are causal to behavior, thought, or emotion (Bergner, 2020). One can only know that someone displays a specific trait through observation, not by inference to an internal entity. In this light, if personality is an entity within, how would one observe it? Where would it be? What would such an entity look like? How would one know if they had found it? The answers to these questions are unclear and have never been answered sufficiently by those asserting personality is found within (Bergner, 2020). Probing for such an entity reveals the illusory nature of personality (Chadha, 2018).

CA posits that personality, like emotion, is illusory. Personality is a concept that cannot be fully defined or experienced because it is not an entity found in reality (Chadha, 2018). Personality is a concept that summarizes the construction of multiple elements. Take, for example, a storm. A storm is comprised of various elements that are identifiable with the senses. One can observe and identify the sound of thunder, the sight of lightning, the smell of rain, and the feeling of wind. However, where is "storm"? If someone looked for an entity called "storm," they would quickly realize that no such causal entity exists within the experience. In reality, there is no storm. Storm is simply a concept that describes the collection of the parts that comprise it. The same is true for personality. A researcher can observe and identify personal expressions like traits, styles, attitudes, interests, abilities, knowledge, and values, but they cannot infer an observable inner causal entity (Bergner, 2020). As with "storm," there is no observable entity "personality." One can only observe expressions of personality. This distinction between observed expressions and inferred entities is crucial in understanding the limitations of viewing personality as a causal entity.

Perhaps this illusiveness is at the crux of the longstanding debate about the definition of personality (Bergner, 2020; Chadha, 2018). To date, scientists and philosophers have not achieved anything approaching a consensus regarding its definition (Bergner, 2020). In general, the study of personality suffers from innumerable intuitively unacceptable, ambiguous, and potentially

misleading definitions (Bergner, 2020). The result is a rather unhelpful and confusing scientific landscape. Therefore, I will not add another definition of personality. Instead, the focus of this paper shifts towards defining and describing a new term, *orientation*.

Defining Orientation

CA's second principle states that three building blocks comprise reality, and its third principle is that clients often orient their awareness more strongly to one of the three building blocks (Orr et al., 2024). Thus, *orientation* is defined as the fluid organization and reciprocal interplay of the client's mental (M), sensation (S), and external (E) building blocks. Personality is understood as the behavioral expressions that result from that organization. In other words, CA views orientation as the dynamic organization of the parts that constitute a person (i.e., the three building blocks) and personality as the organization's outcome (i.e., traits, behaviors, regulation strategies, emotional patterns, attachment styles, and learning styles). Put simply, orientation shapes how personality is expressed. CA understands that personality is a concept, not a fixed structure within a person expressed in their behavior. Instead, personality is a word that encapsulates the various ways of describing a client based on the organization of their building blocks. CA posits that the building blocks can be arranged in six ways, each with associated personality traits. I will discuss the six orientations (i.e., parts, organization, and descriptions) in the following sections.

Parts of Orientation: The Building Blocks

The second step of Mayer's (2020) framework is to identify the parts of a system. In CA, orientation is the organization and expression of the parts that comprise reality. These parts are the mental, sensation, and external building blocks. According to CA, the client's nervous system uses these building blocks to orient attention, self-regulate, and connect with others (Orr et al., 2024). The building blocks provide clues about the construction of orientation and expression of personality. Mental constructs include beliefs, schemas, and values. Sensation constructs include somatic, kinesthetic, and proprioceptive perceptions. External constructs include sensory perceptions, situational demands, relational needs, social norms, and cultural practices. As these building blocks combine and interact in different combinations, distinct expressions of personality emerge as the nervous system adapts to personal and environmental needs. CA has identified specific character traits, behaviors, regulation strategies, and emotional patterns associated with each combination of building blocks.

Fluidity of Orientation and Personality

According to CA, orientation and subsequent expressions of personality are not fixed but continually shaped and reshaped as the client's nervous system constructs their reality in the moment. Therefore, a person rarely displays only one static orientation style. It is important to emphasize that CA therapists do not type people; they type expressions of personality that can change from moment to moment based on the arrangement of the client's building blocks. For example, suppose a client relies most on their mental building block (M) and least on their sensation building block (S). In that case, they align with the MES Striving orientation style in that experience (the orientation styles will be explained in the next section). In another situation, the same client's external building block (E) may move to the dominant position, shifting their orientation to EMS Adapting.

Though orientation is fluid, CA posits that many clients often rely on one combination of building blocks in most situations and respond to life based on a set of common character traits associated with that construct. Still, those traits are predictions, not certainties. The traits are likely to change when the person shifts to a different orientation.

CA also notes that the client's orientation can be *in tune* or *dissonant* (Orr et al., 2024). When a client is in tune, their building blocks are balanced. They can connect with and rely on all three building blocks in beneficial and appropriate ways. When a client does not have awareness of or the ability to rely on all three domains, they are in a state of dissonance. Dissonance results from being too *fixed* in one orientation, relying on only one building block to regulate and connect. Conversely, a client in dissonance may be *fluctuating*, experiencing shifts in orientation that occur with no distinctive patterns and in ways that are not useful, given the situation. CA posits that new learning about expressions of personality occurs through deepening awareness of the three building blocks (Orr et al., 2024). As a client enhances awareness of all parts of themselves, they naturally become in tune and gain a greater capacity and sense of agency about how, when, and where to regulate and connect with others. Understanding the fluid nature of

orientation and personality is crucial in clinical practice, as it allows CA therapists to tailor interventions that address the client's current state while remaining adaptable to changes in their orientation.

Organization of Personality: The Constructed Awareness Typology

The third step of Mayer's (2020) framework is to identify the organization of a system. CA arranges orientation into a structural model of six groups of traits referred to as *orientation styles*. These styles are determined by configuring the three building blocks: mental (M), sensation (S), and external (E). The building blocks are combined and arranged from most dominant to least dominant to create six orientation styles (i.e., MES, MSE, EMS, ESM, SME, SEM). In this model, *dominance* is defined by which building block the client primarily relies on compared to the other two. The one they depend on the most is the most dominant. The one they rely on the least is the least dominant.

The six orientation styles are MES Striving, MSE Thinking, EMS Adapting, ESM Giving, SME Feeling, and SEM Trusting. CA posits that each orientation style is associated with probable character traits, behaviors, regulation strategies, emotional patterns, and attachment styles. Below are theoretical descriptions of the styles, developed through clinical observations and consultation with other CA therapists. See Figure 1 for a graphical representation of the typology.

MES Striving

When in tune, these individuals are often analytical, assertive, driven, good at developing and following through with plans, decisive, creative, charismatic, and ambitious. When dissonant, they are opinionated, quick-tempered, pushy, over-working, intense, impatient, judgmental, and inflexible.

MSE Thinking

When in tune, these individuals are often independent, undemanding, intelligent, creative, inquisitive, analytical, thoughtful, empathetic, imaginative, and are often drawn to spirituality, art, philosophy, or fields that involve deep thinking. When dissonant, they are reclusive, detached, unassertive, and prone to dissociation.

SME Feeling

When in tune, these individuals are often imaginative, creative, empathetic, highly intuitive, caring, loyal, value-oriented, sensitive, shy, and practical. When dissonant, they are emotional, easily rattled or overwhelmed, withdrawn, socially awkward, and possibly prone to self-destructive behaviors.

SEM Trusting

When in tune, these individuals are often kindhearted, caring, sweet, childlike, endearing, innocent, empathetic, considerate, and likable. When dissonant, they are helpless, dependent, suggestible, emotional, unreliable, unpredictable, indecisive, and easily overwhelmed.

EMS Adapting

When in tune, these individuals are often adaptive, extroverted, outgoing, optimistic, versatile, talented, spontaneous, fun, energetic, witty, adventurous, empathetic, charismatic, and charming. When dissonant, they are scattered, undisciplined, impatient, impulsive, distracted, and unable to recognize personal needs.

ESM Giving

When in tune, these individuals are often accepting, caring, optimistic, generous, nurturing, caregiving, adaptable, peace-making, reliable, responsible, devoted, and loving. When dissonant, they are conflict-avoidant, indecisive, resentful, obligated, self-blaming, self-doubting, and over-accommodating.

Implications for Psychotherapy

Understanding the client's orientation patterns informs the therapist about which building block is most dominant and which is least dominant in certain situations (Orr et al., 2024). This knowledge can guide the therapist in selecting resources that best meet the client's needs. For example, when working with a primarily externally-oriented client, the therapist would likely focus on resources that support awareness of the client's thoughts and body sensations to bring balance to their system. These strategies are grounded in the core principles of CA, which emphasize the dynamic nature of personality and the importance of self-regulation across multiple domains (Orr et al., 2024). For instance, if a client exhibits signs of dissonance by frequently shifting between mental and sensation orientations without clear patterns, the therapist might employ specific resources to help the client develop greater awareness of their building blocks, leading to a more stable and integrated sense of self.

Therapists can also use the CA typology to understand their own orientation patterns. Self-awareness is essential for any therapist (Pompeo & Levitt, 2014). By deepening awareness of their own building blocks, therapists can enhance how they aid clients of differing orientations and foster positive therapeutic rapport with diverse clients. For example, a therapist who is primarily mentally oriented may struggle to empathize with the experience of and build rapport with a primarily sensation-oriented client because the therapist may not relate to how the client regulates self and connects with others. If the therapist identifies their lack of somatic awareness and practices connecting with bodily sensations, they can better understand the client's sensation-oriented perspective.

Unlike traditional personality models that categorize individuals into fixed types, CA focuses on identifying and adapting to the client's current orientation and expressions of personality, recognizing that these expressions can shift based on situational and internal factors. As previously stated, CA therapists do not type clients. Instead, they type expressions of personality that change based on the client's present experience. Ethical implications arise with labeling clients using fixed labels, as is often done with personality models (Bergner, 2020). When someone says another person is a specific type, they frequently imply that, at their core, they are that trait, not someone who expresses that trait on occasion. The idea that personality is a fixed entity with fixed traits can give rise to adverse reactions (Willis, 2017). Yeager et al. (2014) reported that teaching ninth-grade students that personality is fixed and labeling people according to this belief led to social adversity and greater stress. They also found that a malleable personality theory that relied less on labels led to fewer adverse social interactions, lower overall stress and physical illness, and better academic performance. Further, Willis (2017) argues that labels based on past behavior and psychological factors conflict with core ethical principles, including beneficence, nonmaleficence, and respect. While personality labels are often credited with enhancing self-awareness, Willis (2017) advocates instead for a de-labeling movement within mental health fields. Such a flexible approach not only mitigates the potential harms associated with labeling but also fosters a more collaborative and empathetic therapeutic relationship. By avoiding fixed labels, therapists can remain open to the client's evolving experiences, which can enhance trust and promote a deeper, more dynamic understanding of the client's needs.

Directions for Future Research

CA is a novel approach to psychotherapy. Currently, no published articles have explored the CA orientation model and typology, although one study has demonstrated CA's effectiveness in treating trauma symptoms (Orr et al., 2024). This paper aims to establish a conceptual framework of the CA orientation model and typology so researchers can further its development. For CA to grow and survive, research must continue to explore its clinical effectiveness using quantitative, qualitative, and mixed methods. Key areas for future research include assessing the validity of the orientation model, verifying CA's factor structure, and developing empirically driven descriptions of the orientation styles.

Additionally, a limitation of this model is that it was developed by a white, heterosexual, cisgendered, middle-class male. The traits associated with each orientation may be biased toward a Eurocentric and Western perspective. Future studies should focus on CA's application to diverse client populations.

Finally, Mayer's (2020) fourth step in his systems framework was to describe personality development. However, this topic extends beyond the scope of this paper. Although traits and characteristics associated with the six orientation styles were

developed through clinical observations, these observations are preliminary and underscore the need for further research to understand how orientation develops across the lifespan, particularly its roots in childhood. Future research is anticipated to shed light on this topic.

Conclusions

Rather than reporting on an empirically tested theory, this article presents a new conceptual framework of personality according to the CA model to support future research. The paper introduces CA, an emerging approach to resourcing and processing trauma that utilizes a personality theory called orientation and a typology of six orientation styles. Orientation and personality are described as distinct concepts: *orientation* is the fluid organization and reciprocal interplay of the three building blocks, and *personality* is the expression of behavior resulting from the organization of these building blocks. The components and structure of orientation are further detailed, and the implications of employing CA's model in clinical practice are discussed. Finally, avenues for future research are outlined in hopes that this conceptual overview will inspire scholars to explore and refine the use of orientation theory in clinical practice.

References

[1]. Allport, G. W. (1961). *Pattern and growth in personality.* Holt, Rinehart, & Winston.

[2]. American Psychological Association. (2016). *APA dictionary of psychology* (2nd ed.).

[3]. Barrett, L. F. (2017a). The theory of constructed emotion: An active inference account of interception and categorization. *Social Cognitive and Affective Neuroscience*, *12*(11), 1833-1833. https://doi.org/10.1093/scan/nsx060

[4]. Barrett, L. F. (2017b). *How emotions are made: The secret life of the brain*. Houghton Mifflin Harcourt.

[5]. Bergner, R. (2017). What is a person? What is the self? Formulations for a science of psychology. Journal of Theoretical and Philosophical Psychology, 37, 77-90.

[6]. Bergner, R. M. (2020). What is personality? Two myths and a definition. *New Ideas in Psychology*, *57*, 100759. https://doi.org/10.1016/j.newideapsych.2019.100759

[7]. Bleidorn, W., Schwaba, T., Zheng, A., Hopwood, C. J., Sosa, S., Roberts, B., & Briley, D. A. (2022). Personality stability and change: A meta-analysis of longitudinal studies. *Psychological Bulletin*, *148*(7-8), 588–619. https://doi.org/10.31234/osf.io/eq5d6

[8]. Cervone, D. & Pervin, L. (2013). *Personality: Theory and research.* Wiley.

[9]. Chadha, M. (2018). Reconstructing memories, deconstructing the self. *Mind & Language*, *34*(1), 121-138. https://doi.org/10.1111/mila.12204

[10]. Dalal, R. S., Meyer, R. D., Bradshaw, R. P., Green, J. P., Kelly, E. D., & Zhu, M. (2015). Personality strength and situational influences on behavior: A conceptual review and research agenda. *Journal of Management, 41*, 261–287.

[11]. Darwin, C. (1872). *The expression of the emotions in man and animals*.

[12]. de Silva, P. (2014). Personality: Philosophical and psychological issues. In: *An Introduction to Buddhist Psychology and Counselling*. (5th ed., pp. 68-77). Palgrave Macmillan. https://doi.org/10.1057/9781137287557_6

[13]. Ekman, P., & Friesen, W. V. (2003). *Unmasking the face: A guide to recognizing emotions from facial clues*. ISHK.

[14]. Faul, L., & LaBar, K. S. (2023). Mood-congruent memory revisited. *Psychological Review*, *130*(6), 1421-1456. https://doi.org/10.1037/rev0000394

[15]. Funder, D. (2016). *The personality puzzle.* Norton.

[16]. Gendlin, E. T. (1964). A theory of personality change. In: P. Worchel & D. Byrne (Eds.), *Personality change* (pp. 1-38). John Wiley & Sons.

[17]. Giordano, P. J. (2017). Individual personality is best understood as process, not structure: A Confucian-inspired perspective. *Culture & Psychology*, *23*(4), 502-518. https://doi.org/10.1177/1354067x17692118

[18]. Giordano, P. J. (2019). Culture and theories of personality Western, Confucian, and Buddhist perspectives. In: K. D. Keith (Ed.), *Cross-cultural psychology: Contemporary themes and perspectives* (2nd ed., pp. 661-684). John Wiley & Sons.

[19]. Hakulinen, C., Jokela, M., Kivimäki, M., & Elovainio, M. (2020). Personality traits and mental disorders. *The Cambridge Handbook of Personality Psychology*, 183-192. https://doi.org/10.1017/9781108264822.018

[20]. Hrebinnyk, S. (2019). Problems and prospects of individual-typological research in psychology. *Psychological journal*, *5*(11), 149-162. https://doi.org/10.31108/1.2019.5.11.10

[21]. John, O. P., Donahue, E. M., & Kentle, R. L. (1991). The Big-Five Inventory-Version 4a and 54. Berkeley, CA: Berkeley Institute of Personality and Social Research, University of California.

[22]. Kavirayani, K. (2018). Historical perspectives on personality—The past and current concept: The search is not yet over. *Archives of Medicine and Health Sciences*, *6*(1), 180. https://doi.org/10.4103/amhs.amhs_63_18

[23]. Knott, L. M., Threadgold, E., & Howe, M. L. (2014). Negative mood state impairs false memory priming when problem-solving. *Journal of Cognitive Psychology*, *26*(5), 580-587. https://doi.org/10.1080/20445911.2014.922091

[24]. Levine, P. A. (2015). *Trauma and memory: Brain and body in a search for the living past: A practical guide for understanding and working with traumatic memory*. North Atlantic Books.

[25]. Larsen, R. & Buss, D. (2017). Personality: Domains of knowledge about human nature. (6th ed.). McGraw-Hill.

[26]. Li, N., Barrick, M. R., Zimmerman, R. D., & Chiaburu, D. S. (2014). Retaining the productive employee: The role of personality. *Academy of Management Annals, 8*, 347–395.

[27]. Marcos, F., & Calero-Elvira, A. (2015). Effects of thought stopping and cognitive defusion on discomfort and the ability to deal with negative thoughts. *Behavioral Psychology/Psicologia Conductual*, *23*, 107-126.

[28]. Mayer, J. D. (2020). An integrated approach to personality assessment based on the personality systems framework. *Journal of Personality Assessment*, *102*(4), 443-456. https://doi.org/10.1080/00223891.2018.1555539

[29]. McAdams, D. (2009). The person: An introduction to the science of personality psychology (5th Ed.). Wiley.

[30]. McCrae, R. R., & Costa, P. T. (2008). Empirical and theoretical status of the five-factor model of personality traits. In G. Boyle, G. Matthews & D. H. Saklofske (Eds.), *The Sage handbook of personality theory and assessment* (pp. 273-294). Sage.

[31]. Mischel, W. (1968). *Personality and assessment*. John Wiley & Sons.

[32]. Orr, T., McMahan, O., & Gladden, D. (2024) Treating traumatic memories: A comparative study of the effectiveness of EMDR and Constructed Awareness. *Tennessee Counseling Association Journal 9*(1), 86-100. https://www.tcacounselors.org/assets/Volume%209%20Number%201%202024.pdf

[33]. Ossorio, P. (1978). *Personality and personality theories* (LRI Report No. 16). Linguistic Research Institute.

[34]. Oxford English Dictionary. (n.d.). Personality. In Oxford English Dictionary. Retrieved February 29, 2024, from https://doi.org/10.1093/OED/3075280641

[35]. Peeters, M. A. G., van Tuijl, H. F. J. M., Rutte, C. G., & Reyman, I. M. M. J. (2006). Personality and team performance: A meta-analysis. *European Journal of Personality, 20*, 377-396.
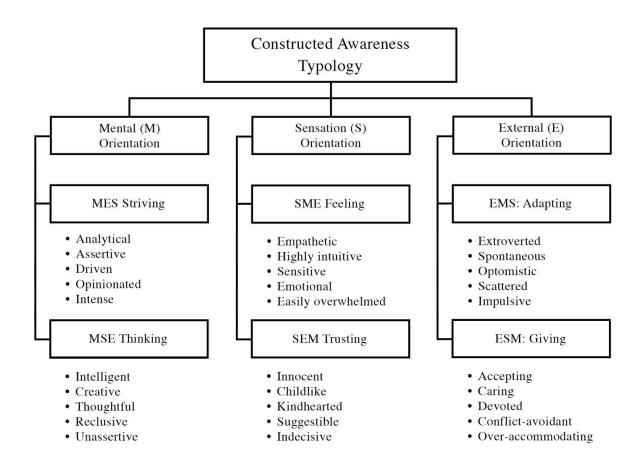
[36]. Pompeo, A. M., & Levitt, D. H. (2014). A path of counselor self-awareness. *Counseling and Values*, *59*(1), 80-94. https://doi.org/10.1002/j.2161-007x.2014.00043.x

[37]. Roberge, M. E., & Huang, W. R. (2019). A conceptual model of individual and collective personality in motion. *Journal of Organizational Psychology*, *19*(2), 131-143. https://doi.org/10.33423/jop.v19i2.2049

[38]. Roberts, B. W., Walton, K. E., & Viechtbauer, W. (2006). Patterns of mean-level change in personality traits across the life course: A meta-analysis of longitudinal studies. *Psychological Bulletin,* 132, 1–25.

[39]. Schwartz, W. (2019). *Descriptive Psychology and The Person Concept*. Academic Press-Elsevier.

[40]. Siegel, D. J. (2009). Emotion as integration: A possible answer to the question, what is emotion? In D. Fosha, D. Siegel, & M. Solomon (Eds.), *The healing power of emotion: Affective neuroscience, development, and clinical practice* (pp. 145-171). W. W. Norton & Co.

[41]. Tasselli, S., Kilduff, M., & Landis, B. (2018). Personality change: Implications for organizational behavior. *Academy of Management Annals*, *12*(2), 467-493. https://doi.org/10.5465/annals.2016.0008

[42]. Turcotte, J., Lakatos, L., & Oddson, B. (2023). Self-regulation of attention may unify theories of mindfulness. *Psychology of Consciousness: Theory, Research, and Practice, 10*(2), 103–114. https://doi.org/10.1037/cns0000310

[43]. Willis, G. M. (2018). Why call someone by what we don't want them to be? The ethics of labeling in forensic/correctional psychology. *Psychology, Crime & Law*, *24*(7), 727-743. https://doi.org/10.1080/1068316x.2017.1421640

[44]. Yeager, D. S., Johnson, R., Spitzer, B. J., Trzesniewski, K. H., Powers, J., & Dweck, C. S. (2014). The far-reaching effects of believing people can change: Implicit theories of personality shape stress, health, and achievement during adolescence. *Journal of Personality and Social Psychology, 106*(6), 867–884. https://doi.org/10.1037/a0036335

Figure 1 *The Constructed Awareness Typology*