Erikson's Theory: Identity vs. Role Confusion

Identity
- defining who you are, what you value, and direction in life
- commitments to vocation, personal relationships, sexual orientation, ethnic group, ideals
- exploration, resolution of "identity crisis"

Role Confusion
- lack of direction and definition of self
- restricted exploration in adolescence
- unprepared for stages of adulthood

Self-Esteem in Adolescence
- Continues to differentiate
- new dimensions
- Generally rises
- temporarily drops at school transitions
- Individual differences become more stable
- Self-esteem linked to value of activities, adjustment
- Influenced by family, culture

Identity Statuses

Level of Exploration
- High
- Low

Level of Commitment
- High
  - Identity achievement
  - Moratorium
- Low
  - Identity foreclosure
  - Identity diffusion

Directions: Read each of the following scenarios. Based on the information provided, indicate which identity status best describes the adolescent.

1. Jacob's father, grandfather, and two of his uncles are all accountants. Since he was junior high, Jacob has indicated that he plans to be an accountant just like the rest of his family. During his first semester of college, Jacob declared a major in accounting.
   - Identity foreclosure

2. Janeesa spent her junior and senior years of high school exploring career options within the field of education. She attended career fairs and shadowed a social worker, school principal, special education teacher, and a speech and language pathologist. After her first semester in college, Janeesa declared her major in special education.
   - Identity achievement

3. Yuri is about to finish high school. Although she plans to attend college, Yuri has not decided what she wants to do with her life. She has considered medicine, law, and business. Yuri has volunteered at a nursing home and currently works part-time as a secretary for a small law firm. Yuri plans to spend her first year or two of college exploring her options before settling on a major.
   - Identity moratorium

4. Ashton is a junior in high school and seems uninterested in college or trade school. He has worked several part-time jobs but usually quits within a few weeks. When asked what he wants to do with his life, Ashton usually says, "It really doesn’t matter to me what I do. I’m not in any hurry to go to college or start a career. There’s plenty of time for that later."
   - Identity diffusion

Kohlberg's Stages of Moral Development

- Pre conventional
- Stage 1- Punishment and Obedience
- Stage 2- Instrumental Purpose
- Conventional
- Stage 3- "Good Boy-Good Girl"
- Stage 4- Social Order Maintaining
- Post conventional
- Stage 5- Social Contract
- Stage 6- Universal Ethical Principle