Jess Feist & Gregory J. Feist

theories of Personality

Fourth Edition

theories of *Personality*

Fourth Edition

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McGraw·Hill
A Division of The McGraw·Hill Companies

THEORIES OF PERSONALITY, 4/E

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Cover and part opener image: *Abstrakter Kopf* by Alexej von Jawlensky, © Superstock
Library of Congress Catalog Card Number: 97-73326

6 7 8 9 0 QSR/QSR 0 9 8 7 6 5 4 3 2 1

ISBN: 0-697-27565-5

Editorial director: Jane E. Vaicunas
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Compositor: Shepherd, Inc.
Typeface: 10/12 Novarese Book
Printer: Quebecor, Inc.

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Preface

What makes people behave as they do? Are people ordinarily aware of what they are doing, or are their behaviors the result of hidden, unconscious motives? Are some people naturally good and others basically evil, or do we all have potential to be either good or bad? Is human conduct largely a product of nature, or is it shaped mostly by environmental influences? Can people freely choose to mold their personality, or is their life determined by forces beyond their control? Are people best described by their similarities, or is uniqueness the dominant characteristic of humans? What causes some people to develop disordered personalities, whereas others seem to grow toward psychological health?

These questions have been asked and debated by philosophers, scholars, and religious thinkers for several thousand years, but most of these discussions were based on personal opinions, which were colored by political, economic, religious, and social considerations. Then, near the end of the 19th century, some progress was made in humanity's ability to organize, explain, and predict its own actions. The emergence of psychology as the scientific study of human behavior marked the beginning of a more systematic approach to the study of human personality.

Early personality theorists, such as Sigmund Freud, Carl Jung, and Alfred Adler, relied mostly on clinical observations to construct models of human behavior. Although their data were more systematic and reliable than those of earlier observers, they continued to rely on their own individualized way of looking at things, and thus they arrived at different conceptions of the nature of humanity.

Later personality theorists tended to use more empirical studies to learn about human behavior. They developed tentative models, tested hypotheses, and then reformulated their models. In other words, they applied the tools of scientific inquiry and scientific theory to the area of human personality. Science, of course, is not divorced from speculation, imagination, and creativity, all of which are needed to formulate theories. Each of the personality theorists discussed in this book has evolved a theory based both on empirical observations and on imaginative speculation. Moreover, each theory is a reflection of the personality of its creator.

Thus, the different theories discussed in these pages are a reflection of the unique cultural background, family experiences, and professional training of their originators. The usefulness of each theory, however, is not evaluated on the personality of its author but on its ability to (1) generate research, (2) offer itself to falsification, (3) integrate existing empirical knowledge, and (4) suggest practical answers to everyday problems. Therefore, we evaluate each of the theories discussed in this book on the basis of these four criteria, as well as on (5) its internal consistency and (6) its simplicity. In addition to these six criteria, some personality theories have fertilized other fields, such as sociology, education, psychotherapy, advertising, management, mythology, counseling, art, literature, and religion.

THE FOURTH EDITION

Theories of Personality, fourth edition, provides a comprehensive coverage of 23 of the most influential theorists of personality. It emphasizes normal personality, although we have

also included brief discussions on abnormality and methods of psychotherapy when appropriate. Because each theory is an expression of its builder's unique view of the world and of humanity, we include extended biographical information on each theorist so that you will have an opportunity to become acquainted with both the theory and the theorist.

New Features

Readers familiar with earlier editions of *Theories of Personality* will note several new features in this fourth edition. First, we have presented the chapters in a somewhat different order, with Jung preceding Adler, and Erikson following the other psychodynamic theorists. Also, we have included the ideas of John Bowlby in the object relations chapter, which now comes before chapters on Horney, Fromm, Sullivan, and Erikson. This reorganization was designed to give the reader clearer chronological and topical perspective of the psychodynamic theories. In addition, we introduce Skinner's behavioral analysis with short discussions on E. L. Thorndike's law of effect and John B. Watson's revolutionary views on scientific psychology.

Second, we have included a little more biographical information on Freud, Jung, Adler, Klein, Horney, Sullivan, Erikson, Skinner, Rotter, Mischel, Allport, Rogers, and May with the hope that this information will help you better understand these theorists' own personalities.

Third, we have included additional discussions on: (1) the psychology of science; (2) Freud's early therapeutic technique and seduction theory in relation to repressed and recovered memories; (3) Jung's Number 1 and Number 2 personalities; (4) Adler's notion of dreams and a summary table of Adlerian birth order traits; (5) Horney's recently published ideas on feminine psychology; (6) Skinner's view of science; (7) Bandura's newly developed concept of collective efficacy; (8) Rotter's locus of control scale; (9) Mischel's new cognitive-affective personality system and his recent emphasis on affective responses; (9) Eysenck's conception of psychoticism (P) and his view of the diathesis-stress model of illness; (10) Allport's visit with Freud and the true identity of Glenn and Isabel, the couple with whom "Jenny" exchanged letters; (11) a recently published paper by Rogers; (12) the Personal Orientation Inventory that measures Maslow's concept of self-actualization; and (13) the current frequency of research studies related to the various theories of personality.

Fourth, we have reorganized several chapters to facilitate a smoother flow of information and included several new tables that summarize key ideas. In addition, we have completely revised the sections on related research to include not only a structure for understanding key research concepts, but a sampling of results from recent empirical studies. We believe that personality theories are more than interesting templates through which people can search for explanations of human nature. They are also dynamic entities that spawn much of the ongoing psychology research, and our update of this research is intended to keep the reader current with important studies on personality.

Familiar Features

Although the fourth edition of *Theories of Personality* contains many new features, it continues to emphasize the strong and unique features of earlier editions, namely, instructive chapter introductions, extended biographical data, a lively writing style,

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thought-provoking concepts of humanity as seen by each theorist, structured evaluations of each theory, informative chapter summaries, and annotated suggested readings. As with previous editions, the fourth edition is based on original sources and the most recent formulation of the theory. Early concepts and models are included only if they retained their importance in the later theory or if they provided vital groundwork for understanding the final theory.

COVERAGE

The fourth edition of *Theories of Personality* is divided into six broad areas, beginning with the *introductory remarks* found in Chapter 1. The so-called *psychodynamic theorists* are discussed in Part Two—Chapters 2 to 9. Freud, the original personality theorist, heads this list. The others—Jung, Adler, Klein, Mahler, Kernberg, Kohut, Bowlby, Horney, Fromm, Sullivan, and Erikson—all tended to emphasize unconscious determinants of behavior and all, in one way or another, were influenced by Freud.

Part Three presents the *behavioral and cognitive learning theories*. Included in this group are Skinner's radical behavioral approach, Bandura's cognitive learning theory, Rotter's social learning theory, and Mischel's cognitive social learning theory.

In Part Four, we discuss the *dispositional theories*, including the trait and factor theories of Cattell and Eysenck as well as the personal disposition theory of Allport. However, Allport's emphasis on the uniqueness of personality gives his theory a strong humanistic complexion.

Part Five contains the *humanistic/existential theories* of Kelly, Rogers, Maslow, and May. Kelly's unique theory, however, almost defies classification.

Finally, in Part Six we summarize the major theorists' concepts of humanity, present a concise evaluation of the different theories (including their current ability to generate research), and speculate about future directions in personality theory.

WRITING STYLE

Although this fourth edition of *Theories of Personality* explores difficult and complex theories, we use clear, concise, and comprehensible language as well as an informal writing style. The book is designed for undergraduate students and should be understood by those with a minimum background in psychology. However, we have tried not to oversimplify or violate the theorist's original meaning. We have made ample comparisons between and among theorists where appropriate and have included many examples to illustrate how the different theories can be applied to ordinary day-to-day situations. A glossary at the end of the book contains definitions of technical terms used throughout—many from the view of a particular theorist. The same terms also appear in **boldface** and are defined within the text.

INSTRUCTIONAL AIDS

Besides an end-of-book glossary, we have supplied other features to aid both the student and the instructor. These include:

Outlines, Overviews, Summaries, and Suggested Readings

Chapter outlines orient readers to each chapter by previewing major topics to be discussed. Chapter overviews introduce readers to the general tone of the theory. Near the end of each presentation is a chapter summary, written to give just enough detail for a quick review of important topics. Finally, each chapter closes with several suggested readings along with a short description of each. We chose these books and articles for their readability, content, and interest level. They direct readers in further study.

INSTRUCTOR'S MANUAL

Accompanying this text is an instructor's manual with learning objectives, a lecture outline, teaching suggestions, essay questions, and a test bank of multiple-choice items. The *learning objectives* are designed to provide instructors with concepts that should be important to the student. The *lecture outline* is intended to help busy instructors organize lecture notes and grasp quickly the major ideas of each chapter. With some general familiarity with a particular theory, instructors should be able to lecture directly from the lecture outline. *Teaching suggestions* reflect class activities and paper topics that we have used successfully with our students.

We have included three or four essay questions and answers for instructors who prefer this type of student evaluation. For those who prefer multiple-choice questions, we have provided a *test bank* with more than 1,400 items, each marked with the correct answer. Computerized versions of the test bank are also available. See your sales representative for further information.

STUDY GUIDE

Students who wish to organize their study methods and enhance their chances of achieving their best scores on class quizzes may acquire the study guide that accompanies the fourth edition of *Theories of Personality*. This study guide includes learning objectives and chapter summaries. In addition, it contains a variety of test items, including fill-in-the blank, true/false, multiple-choice, and short answer questions. The study guide is available through your college bookstore.

ACKNOWLEDGMENTS

Finally, we wish to acknowledge our gratitude to the many people who have contributed to the completion of this book. Joanne Durand, Leslye Quinn, and Patrick Moreno supplied materials and encouragement; Linda Brannon unselfishly completed the instructor's manual for *Health Psychology: An Introduction to Behavior and Health*, third edition, allowing the senior author to receive partial credit for that publication while *beginning work on the present text. The people at McGraw-Hill, formerly Brown and* Benchmark, provided much professional assistance, which has made this a better book. Special thanks to Steven Yetter, Ted Underhill, Linda Falkenstein, Megan Rundel, Kris Queck, Kay J. Brimeyer, and Karen Dorman.

The fourth edition has benefited from the insightful suggestions of its reviewers as well as from comments by reviewers of the first three editions. We hereby acknowledge our indebtedness to William Arndt (University of Missouri, Kansas City), Drew Arnold (Keuka College), James Barger (Missouri Western State College), John Brockway (Davidson College), Clinton E. Browne (Liberty University), Ana Mari Cauce (University of Washington), Calvin Claus (National College of Education), W. Grant Dahlstrom (University of North Carolina), Boice Daugherty (East Carolina University), Lenore E. DeFonso (Indiana University—Purdue University at Fort Wayne), Richard E. Dowell, Jr. (Lycoming College), David A. F. Haaga (American University), Cooper Holmes (Emporia State University), Ralph W. Hood, Jr. (University of Tennessee–Chattanooga), Deborah Huntley (Wichita State University), Charles Johnston (University of Nebraska–Lincoln), Gary King (Rose State College), Alfred Kornfeld (Eastern Connecticut State University), Phil Lau (DeAnza College), Paul Lewan (Green River Community College), Alan J. Lipman (Rutgers University), Mariam London (Northern Arizona University), Samuel Lotegelvaki (Concordia University), John McBrearty (Temple University), Joseph McCormack (Washburn University), Kathleen McCormick (Ocean County College), Eugene McCown (Northwest Missouri State College), Diane Mello-Goldner (Pine Manor College), Lesly Morey (Vanderbilt University), Richard Pasework (University of Wyoming), Joseph Philbrick (California State Polytechnic, Pomona), James Pullen (Central Missouri State University), Kathryn Ryan (Lycoming College), Alice Scheuer (University of Hawaii–Manoa), Kendell C. Thornton (South Dakota State University), Keith Thrasher (Rose State College), Terence J. Tracey (University of Illinois–Champaign), Robert H. Williams (Maple Woods Community College), Brian Yates (American University), and Edward Yellinek (Wilson College).

We are also indebted to the following personality theorists for their kindness in taking time to discuss appropriate sections of the manuscript: Albert Bandura, Raymond B. Cattell, Hans J. Eysenck, Carl R. Rogers (deceased), Julian B. Rotter, and B. F. Skinner (deceased).

Finally, we thank Mary Jo and Erika for their patience and understanding during the course of this project.

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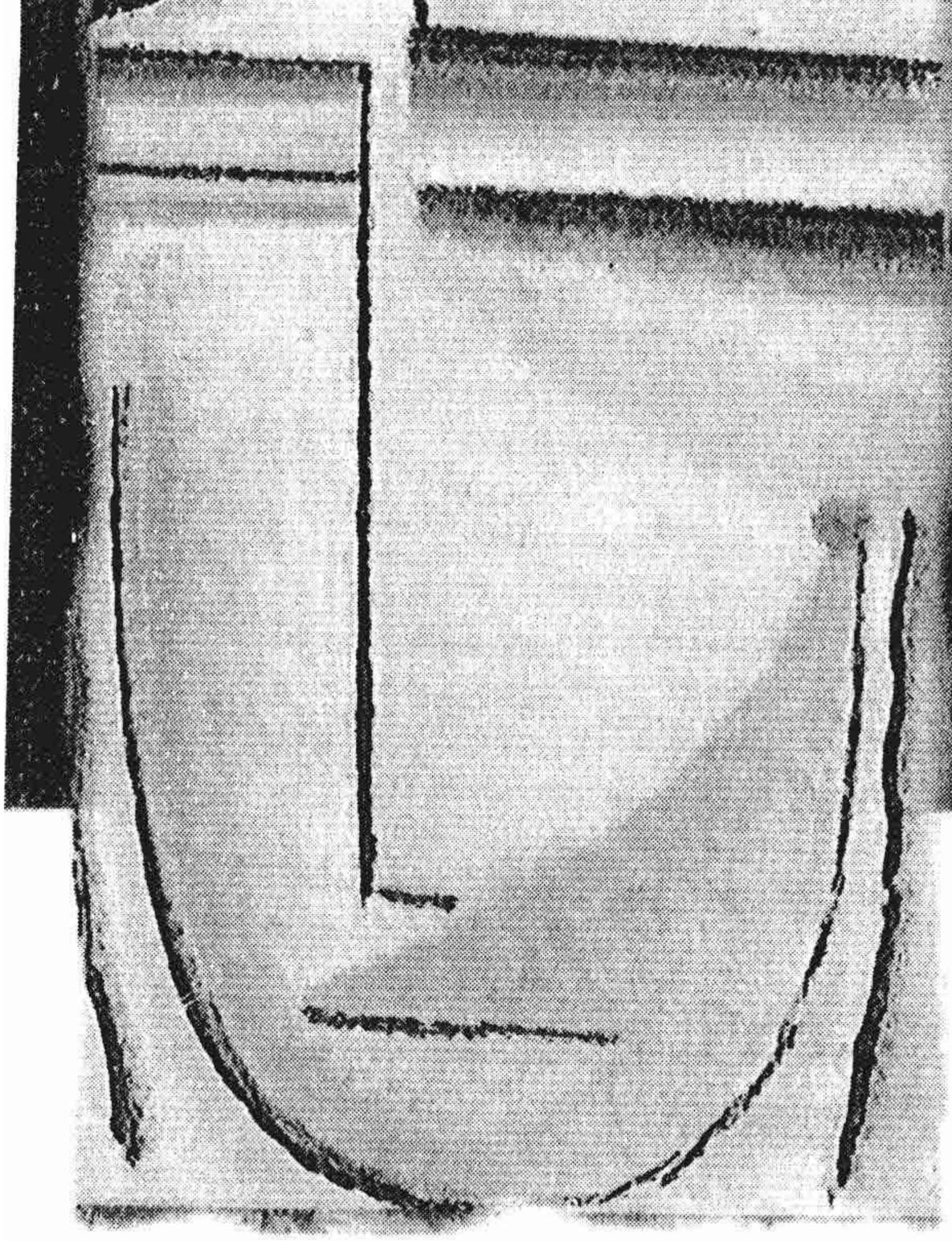

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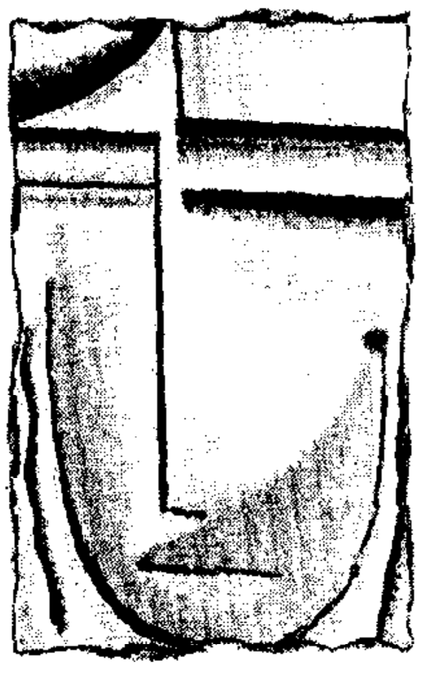

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