

# *Personality* THEORIES

5TH EDITION

AN INTRODUCTION

BARBARA ENGLER

# *Personality Theories*

## *An Introduction*

FIFTH EDITION



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**BARBARA ENGLER**

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UNION COUNTY COLLEGE

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## *To my sons, Ted and Bill*

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# Preface

*Personality Theories: An Introduction*, Fifth Edition, is designed both to explain the major personality theories and to stimulate critical thinking about them. In developing the Fifth Edition, I have continued to pursue and refine the four main objectives that have been enduring features of this text:

*To present a clear and concise picture of the major features of each important personality theory.* I have strived to present the material in an accessible style and, wherever possible, to illustrate theoretical points with concrete examples. I have presented each theory succinctly, to allow for adequate coverage of all the theories. The structure of the text itself is also clear and concise: each chapter focuses on one theory or group of related theories. Brief biographies of the theorists shed light on how they formed their theories.

*To focus on significant ideas and themes that structure the content of the personality theories.* I regularly compare the different theories to outline the distinctive characteristics and contributions of each theory and to emphasize significant ideas around which the theories are structured. Because many theories have elaborated on, modified, or refuted psychoanalysis, I have devoted substantial space to Freudian theory, providing the reader with a focal point from which comparisons and contrasts may be made.

*To provide criteria to guide the evaluation of each theory.* Many of the theories that influence contemporary thought did not develop from strict scientific methods but instead reflect philosophical assumptions. In addition, the application of a theory to a real-life situation such as psychotherapy is a creative act, demonstrating that a personality theory may function as an art. Therefore, the evaluation of a personality theory is best accomplished when the theory is broken down into its component parts—philosophy, science, and art—and judged according to the criteria appropriate to each function. Two features in each chapter—the “Philosophy, Science, and Art” sections and the “Philosophical Assumptions” boxes—refer the student back to the basic philosophical assumptions introduced in Chapter 1, relating the parts back to the whole and drawing attention to significant ideas that have generated the structure and content of personality theories. The “Conclusion” chapter at the end of the text wraps up the evaluation discussion.

*To present activities, informed by the tenets of each theory, that will provide growth in critical thinking skills.* Effective learning is not a passive process; it requires active participation. The fourth objective is accomplished through “Thinking Critically” boxes that provide activities designed to stimulate and foster critical thinking skills. Such boxes, first introduced in the Third Edition, have proven to be very popular. Many of these activities are new; others have been carefully reviewed, revised, and augmented to emphasize more clearly cultural diversity and a postmodern worldview.

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## Features of the Book

Important and effective pedagogical aids continue in the Fifth Edition. To help students read with a sense of purpose and review important points quickly, each chapter begins with a list of “Your Goals for This Chapter” and ends with a “Summary,” whose items are keyed to each goal. Key terms and concepts are boldfaced within the text, and a glossary at the back of the book provides definitions. Throughout, the illustration program has been revised to include more figures and tables that summarize the concepts being presented. Every chapter also includes a list of “Suggestions for Further Reading.”

A number of Thinking Critically activities appear in each chapter. As discussed above, these boxes ask the student to return to material that has been presented in the chapter and reconsider it or apply it critically.

The discussion of each theorist is accompanied by a Philosophical Assumptions box (with accompanying scale on the text endsheets), in which students can compare and contrast their own philosophical views with those of the theorist.

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## New to the Fifth Edition

I have revised the book in response to developments in the field of personality psychology and to feedback from instructors and students who used the previous edition. I have combined some chapters and expanded others into two on the basis of the current direction of personality exploration. Specifically, the chapters on Horney and Fromm from the previous edition have been combined into Chapter 5, *Psychoanalytic Social Psychology: Karen Horney and Erich Fromm*; and the chapters on Rogers and Maslow have been combined into Chapter 13, *Humanism: Abraham Maslow and Carl Rogers*. This is not to minimize the significance of these theorists, but rather to make room for other theories and developments that have emerged. In that connection, from the previous edition the chapter on more recent psychoanalytic theorists has been expanded into two chapters: Chapter 6, *Ego Psychology: Anna Freud, Heinz Hartmann, and Erik Erikson*, and Chapter 7, *Human Relations: Melanie Klein, Margaret Mahler, Heinz Kohut, Otto Kernberg, Nancy Chodorow, and the Stone Center Group*. The chapter on trait and temperament theories has been expanded into two chapters: Chapter 11, *Factor Analysis: Raymond Cattell and the Big Five Personality Traits*, and Chapter 12, *Biological Traits: Hans Eysenck*. In addition to these organizational changes, the text has been updated throughout and continues to emphasize multicultural, feminist, and postmodern concerns.

Further highlights of the changes in the book, by chapter, include

### CHAPTER 1

- ❖ New graphics to illustrate the primary concepts
- ❖ Updated discussion of the significance of postmodern viewpoints, cultural diversity, and narrative thought as a primary form of cognition and understanding
- ❖ Expanded coverage of correlational studies

CHAPTER 2

- ❖ Expanded coverage of recent criticisms and rebuttals concerning Freud's theory
- ❖ Discussion of possible integration of psychoanalytic theory and cognitive science

CHAPTER 3

- ❖ Expanded discussion of Jung's archetypes
- ❖ New Thinking Critically box: "Archetypes in Cultural Forms"
- ❖ New section on synchronicity
- ❖ Applications of the MBTI in education, business, and counseling

CHAPTER 4

- ❖ New Thinking Critically box: "A License to Parent?"
- ❖ Expanded discussion on birth order in light of Sulloway (1996)
- ❖ Recognition of prevalence of Adlerian Institutes

CHAPTER 5

- ❖ Coverage of Horney and Fromm combined to form a new chapter on social psychoanalytic theories
- ❖ Updating of the bibliographic material on Horney in light of more current information
- ❖ Recognition of Horney's view forecasting object relations theory and Kohut's position
- ❖ Appreciation of the application of Horney's theory to group psychotherapy
- ❖ New Thinking Critically box: "Human Needs and Society," informed by Fromm's theory
- ❖ Appreciation of the continued interest in Fromm's theory

CHAPTER 6

- ❖ Coverage of recent psychoanalytic theorists expanded to two chapters: Chapter 6 on ego psychology and Chapter 7 on human relations
- ❖ Expansion of Anna Freud's views on adolescence
- ❖ Expanded sections on Erikson's understanding of the ego and introduction to the psychosocial stages of development
- ❖ New section on Dan McAdams's theory of identity development through life stories
- ❖ New Thinking Critically box: "Writing Your Own Life Story"

## CHAPTER 7

- ❖ New section on Melanie Klein's contribution to object relations theory
- ❖ Expanded discussion of Mahler's impact on psychotherapy
- ❖ Consideration of the current interest in Kohut's work
- ❖ New discussion of Kernberg's suggested changes to Freud's drive theory
- ❖ Discussion of Chodorow's 1994 and 1995 writings on gender
- ❖ New major section on the work of the Stone Center group on human development within relationships
- ❖ New Thinking Critically box: "Disconnections and Connections"
- ❖ New Thinking Critically box: "Working with Diversity in Relationships"

## CHAPTER 8

- ❖ Appreciation of cultural influences on reinforcement patterns
- ❖ Additional recognition of how reinforcement can motivate adaptive and maladaptive behavior
- ❖ Expansion of Dollard and Miller's influence on social and behavioral learning theory
- ❖ Additional information on Skinner's air crib

## CHAPTER 9

- ❖ Updating of the bibliographical material on Bandura
- ❖ New section on self-efficacy
- ❖ New information on internal controls and moral behavior
- ❖ Recent trends in locus of control measures
- ❖ New section on Walter Mischel

## CHAPTER 10

- ❖ Expanded discussion of Allport's influence on the study of religion
- ❖ Increased recognition of Allport's contribution to the dispositional approach
- ❖ Consideration of the resurgence of interest in idiographic approaches
- ❖ Expanded discussion of the Thematic Apperception Test
- ❖ Acknowledgments of Murray's influence on McClelland's study of the need for achievement

## CHAPTER 11

- ❖ Coverage of trait and temperament theories expanded to two chapters: Chapter 11 on factor analytic theories, with a focus on Raymond Cattell's theory and the Big Five personality traits, and Chapter 12 on biological trait theory

- ❖ Expanded discussion of factor analysis
- ❖ Discussion of syntality
- ❖ Greatly expanded section on the Big Five personality traits
- ❖ New section on behavioral genetics
- ❖ New section on evolutionary personality theory

#### CHAPTER 12

- ❖ Extended focus on the theory of Hans Eysenck
- ❖ Expanded discussion of historical predecessors to Eysenck's theory
- ❖ Detailed discussion of Eysenck's construction of a model of personality
- ❖ Clarification between personality dimension and psychiatric illnesses
- ❖ Comparisons of Eysenck, Cattell, and the Big Five
- ❖ Expanded section on causal agents of behavior
- ❖ New Thinking critically box: "The Lemon Test"
- ❖ Expanded section on the biological basis of behavior and neurosis
- ❖ New section on intelligence
- ❖ New sections on the applications of Eysenck's theory to education, the study of creativity, the study of personality and genetics, and psychotherapy
- ❖ New Thinking Critically box: "Study Places"

#### CHAPTER 13

- ❖ Coverage of Rogers and Maslow combined to form a new chapter on humanist theories
- ❖ Clarification of the principle of relative potency in Maslow's thought
- ❖ Discussion of the organismic valuing process in Rogers's theory
- ❖ Discussion of Rogers's research program at the Counseling Center of the University of Chicago with reference to the case of Mrs. Oak
- ❖ Clarification concerning encounter groups

#### CHAPTER 14

- ❖ New Thinking Critically box: "The Viability of a Traditional Ethic"

#### CHAPTER 15

- ❖ Consideration of Kelly's personal construct theory as it relates to social constructionism and narrative psychology

#### CHAPTER 16

- ❖ Rationale given for the name change in Ellis's theory



- ❖ New examples of Ellis's therapeutic techniques
- ❖ Expanded biographical information on Beck
- ❖ Updated biographical discussion of Lazarus
- ❖ Expansion of the Thinking Critically box "Using the BASIC-ID"
- ❖ Discussion of the influence of managed care on short-term psychotherapy

## CHAPTER 17

- ❖ New material on Vasubandhu and the Eight Consciousnesses
- ❖ Information on physiological responses that occur during the practice of Zen meditation
- ❖ New section on five approaches to Zen practice
- ❖ Influence of Morita and Naikan therapies on Reynolds's "constructive living"

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## Ancillaries

The text is accompanied by an *Instructor's Resource Manual and Test Bank*, revised by Billa R. Reiss of St. John's University. The manual includes teaching suggestions for both novice and experienced instructors and multiple-choice and essay questions for each chapter of the text. A computerized version of the manual allows instructors to generate exams and integrate their own text questions with those on disk.

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I would like to thank the following theorists for reviewing and commenting on the manuscript for the Fifth Edition: Albert Bandura, Aaron Beck, Raymond Cattell, Nancy J. Chodorow, Albert Ellis, Arnold Lazarus, Dan McAdams, Jean Baker Miller and Judith Jordan (of the Stone Center), Neal Miller, and Julian Rotter.

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—B.E.

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