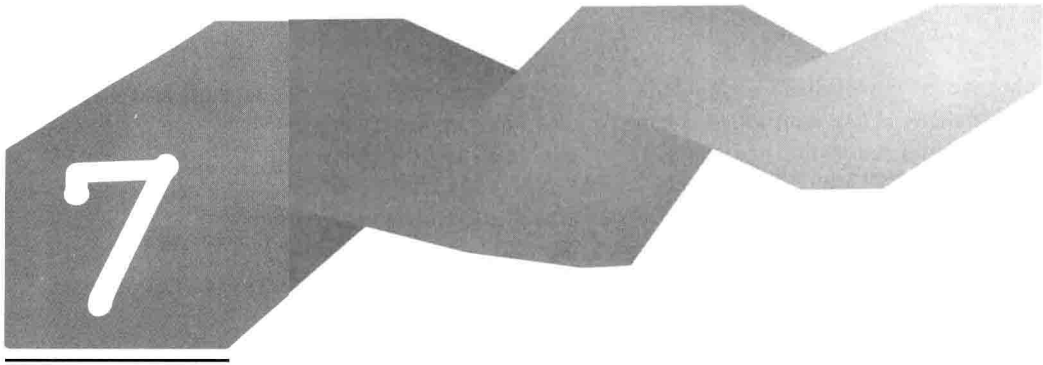
Duane P. Schultz
Sydney Ellen Schultz

Theories of PERSONALITY

7th edition



EDITION

Theories of Personality

Duane P. Schultz
University of South Florida

Sydney Ellen Schultz

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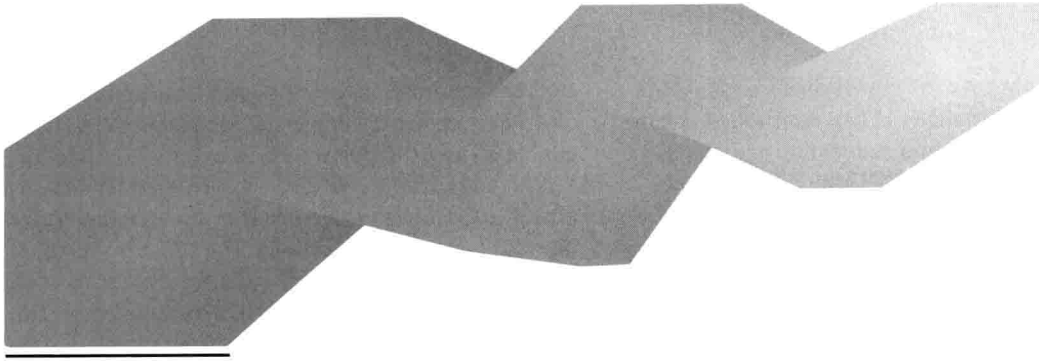

Preface to the Seventh Edition

Each edition of a textbook must be as vital, dynamic, and responsive to change as the field it covers. To remain an effective teaching instrument, it must reflect the development of the field and continue to challenge its readers. We have seen the focus of personality study shift from global theories, beginning with Sigmund Freud's 19th-century psychoanalytic theory of neuroses, to 21st-century explorations of more limited personality dimensions. And we have seen the basis of personality exploration change from case studies of emotionally disturbed persons to more scientifically based research with diverse populations. Contemporary work in the field reflects differences in gender, age, sexual orientation, and ethnic, racial, religious, and cultural heritage (see the "Note on Diversity" section below).

New and Expanded Coverage

Major changes for this edition include new biographical material for the theorists to suggest, where warranted, how the development of their theory may have been influenced by events in their personal and professional lives. This approach shows students that the development of science through theory and research is not always totally objective. It may also derive from intuition and personal experience later refined and extended by more rational, analytical processes. Cultural influences on the theorists' beliefs about human nature are described (such as Adler's concept of social interest and Horney's concept of feminine identity).

The sections on personality research have been updated to maintain the emphasis on current problems. Considerable material has been added on gender and ethnic issues in personality development. We present the results of cross-cultural research and a diversity of subject samples.

For Freudian theory, we have added the work of Margaret Mahler and noted additional research on ego development, catharsis, and repressed memories. For Jung, we cover the midlife crisis in women. For Erikson, gender stereotypes in children's play behavior and the use of toys are discussed, as are gender

differences in aging. As an outgrowth of Erikson's concept of identity crisis, material has been added on ethnic identity, gender preference identity, and the effect of the Internet on adolescent identity development.

For Allport we include cross-cultural differences in expressive behavior. For the Big Five factor model we report research on cross-cultural stability of personality traits and expand coverage of behavioral correlates and higher-order factors. For Maslow we note gender differences in self-esteem. And for the social-learning theorists there is new material on self-efficacy and on locus of control.

Organization of the Text

The 7th edition of *Theories of Personality* retains its orientation toward undergraduate students who have had little previous exposure to personality theories. Our purpose is to reach out to beginning students and ease their task of learning about the study of personality. We have chosen theorists who represent psychoanalytic, neopsychoanalytic, life-span, trait, humanistic, cognitive, behavioral, and social-learning approaches, as well as clinical and experimental work. The chapter on limited domain theories deals with conceptions that explore a single personality dimension rather than the total personality.

Chapter 18 reviews the seven major perspectives from which to view personality development and suggests ways to help students draw conclusions and achieve closure from their studies. We also introduce the so-called "happy" personality, based on components of subjective well being. This growing field, based on positive subjective experiences, deals with issues such as happiness, self-efficacy, competence, optimism, creativity, and spirituality. It is the subject of the January 2000 special issue of the *American Psychologist*.

Each theory in the text is discussed as a unit. Although we recognize the value of an issues or problems approach that compares theories on specific points, we believe that the issues-oriented book is more appropriate for higher-level students. The theories-oriented text makes it easier for beginning students to grasp a theory's essential concepts and overall flavor. We try to present each theory clearly, to convey its most important ideas, assumptions, definitions, and methods. We discuss each theorist's methods of assessment, and empirical research, and offer our evaluations and reflections. The "Questions About Human Nature" section for each theorist deals with six fundamental issues: free will versus determinism, nature versus nurture, childhood experiences, uniqueness versus universality, goals, and optimism versus pessimism. These are presented in a bar graph format to simplify comparisons among the theories.

Except for placing Freud first in recognition of his chronological priority, we have not arranged the theories in order of perceived importance. They are presented in nine parts, placing each theory in the perspective of competing viewpoints.

A Note on Diversity—We've Come a Long Way!

The first person to propose a comprehensive theory of the human personality was Sigmund Freud, a clinical neurologist who formulated his ideas while treating patients in Vienna, Austria, in the 19th century. His work, known as "psychoanalysis," was based largely on sessions with wealthy white European females who came to him complaining of emotional distress and disturbing thoughts and behaviors. From his observations of their progress, or lack of it, he offered a theory to explain the personalities of *everybody*.

Freud's system was important for the concepts he proposed—many of which are now part of popular culture—as well as for the opposition he provoked, inspiring other theorists to examine and promote their own ideas to explain personality.

Today, in the 21st century, personality theorists and researchers recognize that an explanation based on a small, homogeneous segment of the population cannot be applied to the many diverse groups of people sharing living space in our world. The situation is similar in medicine. Doctors and researchers are recognizing that some medications and treatments appropriate for young adults are not suitable for

children or elderly people. Some diseases prevalent in certain ethnic groups are rare in others, requiring differences in medical screening and testing for diverse populations.

Contemporary personality theory and research strives to be inclusive, studying the influences of age, gender, race, ethnic origin, religious beliefs, and sexual orientation. We see examples of this diversity in most of the chapters of this text.

- Chapter 1 considers cross-cultural psychology and the influences of gender, race, and ethnic origin on personality development and assessment. It includes a table of the responses of people from 20 countries to the Adjective Check List, a self-report measure of personality.
- Chapter 2 (Freud) notes racial differences in reported childhood sexual abuse.
- Chapter 3 (Jung) considers personality development at middle age and the midlife crisis in women.
- Chapter 4 (Adler) emphasizes differences in personality development stemming from family context, based on order of birth. Social interest, or social adjustment, is assessed in Latino subjects.
- Chapter 5 (Horney) proposes a feminine psychology to counteract the accepted explanation for gender differences then based on the ancient Chinese doctrine of Yin and Yang, wherein Yin is considered feminine/passive and Yang is masculine/active.
- Chapter 6 (Fromm) studies the evolution of personality in a Mexican subculture, examining socioeconomic structure, health, attitudes, and dreams.
- Chapter 8 (Erikson) discusses ethnic identity as a significant component of the ego. Extensions of Erikson's theory of ego development and the identity crisis in adolescents are proposed for people of African, Hispanic, Asian, and Arab origin. Sexual orientation is explored as an influence on the ego development of gay men and women.
- Chapter 9 (Allport) shows how emotions associated with certain personality traits are found in facial expressions of infants in different cultures.
- Chapter 10 (other trait theories) shows consistencies and differences among major personality dimensions in more than 30 nations.
- Chapter 11 (Maslow) describes gender differences in the development of self-esteem, a basic human need.
- Chapter 15 (Bandura) provides age and gender differences in the development of self-efficacy, the feeling of competence in coping with life. Cultural differences in self-efficacy are found in communist versus capitalist societies.
- Chapter 16 (Rotter) describes the personality component of control (whether we have control over our life or whether it is determined by other people or by fate). Age, gender, and socioeconomic class influence this belief. It has been studied in Native American, African, Hispanic, and Asian populations, showing differences between Eastern and Western cultures and between wartime and peacetime conditions.
- Chapter 17 (limited domain theories) discusses ways in which achievement motivation varies by culture and historical time period and how expectations of success differ by race. The personality variable of optimism/pessimism varies among ethnic groups and is also related to religious beliefs and to sexual orientation.

Features

For the student we offer chapter outlines, summaries, review questions, annotated reading lists, margin glossary terms, a cumulative glossary, tables and figures, and a reference list.

For instructors, the instructor's manual is available both in print and computerized formats. Instructors can also create, deliver, and customize tests and study guides (both print and online) in minutes with ExamView®, an easy-to-use assessment and tutorial system. ExamView offers both a Quick Test Wizard and an Online Test Wizard that guide users step-by-step through the process of creating tests, while its unique WYSIWYG capability previews the test on the screen exactly as it will print or display online. Instructors can build tests of up to 250 questions using up to 12 question types. With ExamView's complete word-processing capabilities, instructors can also enter an unlimited number of new questions or edit existing questions.

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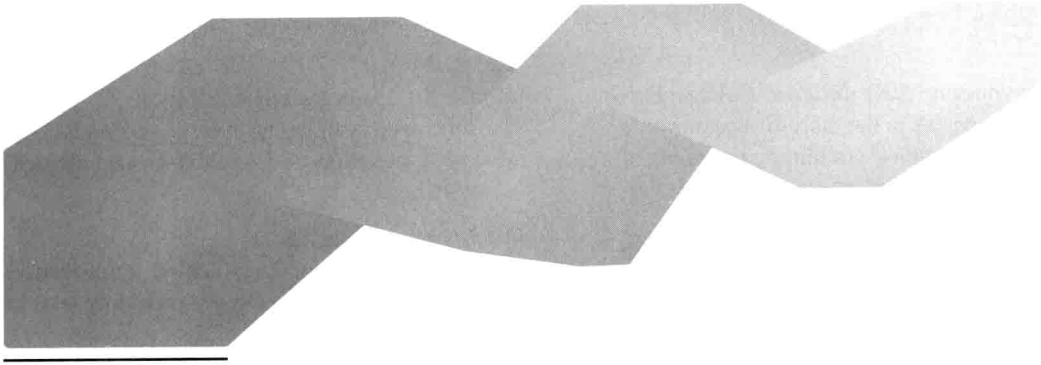
Sydney Ellen Schultz



A Note to Our Readers

You are about to begin a fascinating journey over the last 100 years. This book describes various ideas that psychologists and other scientists have advanced to explain the human personality—your personality. It also tells the story of the great theorists' lives and how their own experiences may have influenced the explanations they proposed.

You already know how important personality is. Everything you have achieved so far, your expectations for the future, and even your general health are influenced by your personality and the personalities of the people with whom you interact.

We have organized the theories by their outlook on human nature, beginning with Sigmund Freud. We consider extensions of his theory of psychoanalysis and discuss the men and women who revised his ideas or rebelled against his system. These chapters are followed by a life-span approach, tracking personality development from birth to old age. We then discuss theories that focus on individual personality traits, on psychological health, on predetermined behavior patterns, and on cognitive learning from social situations. The book's final chapter offers conclusions from our exploration of personality and introduces an idea for the 21st century, the happy personality type.

We also recognize that theorists from the last century rarely considered the importance of diversity. You can readily see that it is not appropriate to generalize to all people from, for example, ideas that one theorist based on clinical observations of neurotic European women or that another theorist based on tests given to American college men. Therefore, when we discuss research conducted on these theories, and describe their use for real-world problems of diagnosis and therapy, we show the influence of age, gender, race, ethnic and national origin, religious beliefs, and sexual orientation.

To make your study easier, we include chapter outlines, summaries, review questions, and reading lists. Important words are defined in the margin, and these definitions are also listed in the back of the

book. Those of you who have *Infotrac College Edition* will find search terms in the margin. These words link you to an online database containing hundreds of articles that provide additional information about various related topics.

Also, you may want to check out some of the Web sites listed below. They contain a wealth of information on personality.

http://fas.psych.nwu.edu/personality
Personality theories, research, individual differences, training programs, recommended readings, and links to other Web pages and organizations

http://www.learner.org/exhibits/personality
Program notes from the video series on the human brain

http://www.ship.edu/~cgboeree/perscontents.html
A personality e-text with chapters to download

http://wynja.com/personality/theorists
Information on theorists' lives, links to current researchers, and an online bookstore

http://www.med.virginia.edu/personality-studies
Case studies on reincarnation, near-death experiences, and out-of-body experiences

http://www.freud.org.uk
The Sigmund Freud Museum in London, England

http://www1.netaxs.com:8080/people/aca3/1pm.htm
A virtual museum about psychology

http://www.apa.org/science/test.html
Information from the American Psychological Association on FAQ about psychological tests

http://www.davideck.com
Online tests for personality, intelligence, health, and career interests, including tests to take just for fun

http://www.2h.com/tests/personality
Tests for specific personality factors such as self-esteem, Type A, coping with stress, and assertiveness

For information on specific theorists, try the following.

http://plaza.interport.net/nypsan/freudarc.html
For Sigmund Freud

http://www.cgjung.com/webjung.html
For Carl Jung

http://www.behavior.net/orgs/adler/index.html
For Alfred Adler

http://lilt.ilstu.edu/erdesou/horney.html
For Karen Horney

http://www.erichfromm.de/english/index.html
For Erich Fromm

http://www.psych.westminster.edu/psy311/murray/ppframe.htm
For Henry Murray

You get the idea. Happy surfing!

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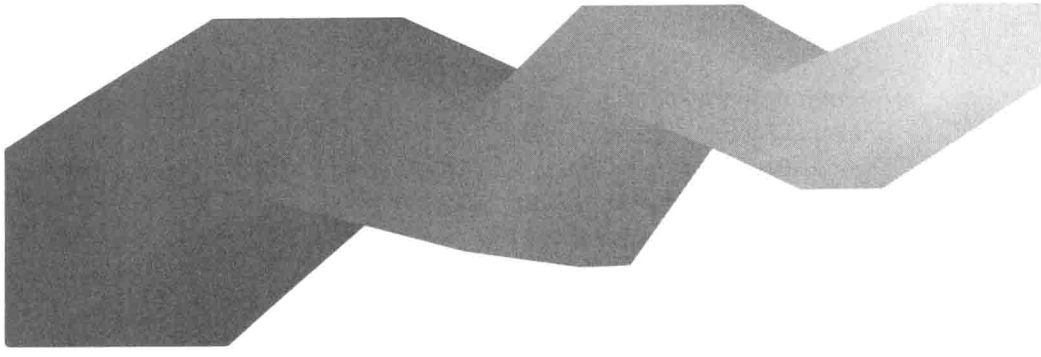

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