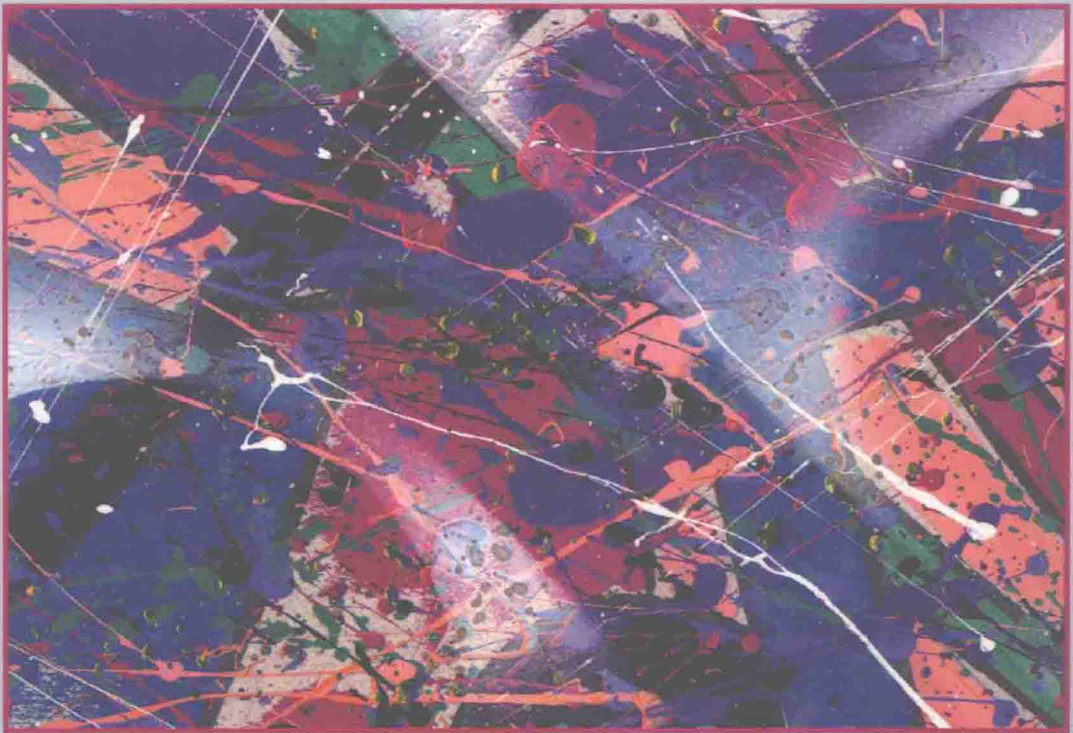


Theories of Personality

6th Edition



Richard M. Ryckman

SIXTH EDITION

Theories of Personality

Richard M. Ryckman

University of Maine at Orono



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*For Cailey, Catherine, Laine, Maris, and Matthew:
They speak to the angels.*

Preface

Theories of Personality serves essentially the same primary purposes in its sixth edition as in the first, published nearly 20 years ago. It reviews the basic concepts and principles of the major theories of personality and assesses how well they meet criteria for judging their scientific worth. The text also introduces students to research studies that test the validity of the theories. It presents issues that challenge contemporary personality psychologists and discusses some of the major new developments in the discipline.

The material is accessible to undergraduates who have had little or no exposure to the field of personality psychology. In this edition, I have included many more case studies that show how the theories are applied to the treatment of personality disorders. There are also many more examples from everyday life and unusual topics to stimulate interest among students of both traditional and nontraditional ages. Each major theoretical position is introduced by an overview of the theorist's basic concepts and principles; comparisons of the theories thus follow easily.

Although the goals of the text remain intact, there have been many changes in most of the theories in the past 20 years, particularly as advocates of the theories have tried to increase their validity and applicability to the solution of human problems by elaborating upon and modifying some of the concepts. In this edition, I try to convey the intellectual excitement generated by the ongoing work with these theories. I also attempt to show in the final chapter how

they continue to inspire the creative efforts of a new generation of personality psychologists, and thus further our understanding of human personality and functioning.

Organization

The book is divided into seven parts. Part One, "An Introduction to the Discipline," addresses the problem of establishing an acceptable definition of personality and considers the reasons for studying individual differences from a scientific perspective. Chapter 1 provides basic information about the scientific process and the interrelatedness of theory and research. This edition features extended coverage of theory construction and testing. The chapter also explains the criteria by which scientists judge the worth of a theory; students can thus evaluate the theories in succeeding chapters.

Part Two, "Psychoanalytic and Neoanalytic Perspectives," covers Freud and his psychoanalytic theory and the neoanalytic theories of Jung, Adler, Horney, Erikson, and Kohut. In the Freud chapter, materials on the free association technique will stimulate student interest. The theory of psychosexual development is described, and the latest research evidence for the character types is examined.

The chapter on Jung includes the structure and functions of the psyche, and extended coverage of the latest research that supports the validity of the theory of psychological types.

To round out the discussion of Alfred Adler's theory about psychological health, this edition includes detailed descriptions of healthy and unhealthy individuals. Recent research on birth order is highlighted, and the battle between Zajonc and Markus and their critics about the relation of intellectual development to birth order is described in detail, as an illustration of the connection between issues raised by Adler and today's theoretical work.

In the chapter on Karen Horney, her psychoanalytic theory of self-realization is presented in detail, and her seminal views on the role of hypercompetitiveness in U.S. society in creating neurotic individuals are examined, along with the validating research evidence.

In the chapter on Erik Erikson, links are made between his theory of psychosocial development and contemporary elaborations of his position; for example, Erikson's work on identity status in adolescence is extended by the recent work of Marcia and Waterman, and his thinking about intimacy in young adulthood is extended by Orlofsky. Both constructs are reviewed, together with current validating evidence. This chapter also features research tests of Erikson's

theory about generativity in middle adulthood and ego integrity in late adulthood.

An entirely new chapter on Heinz Kohut's self psychology, the latest theory to build upon classical psychoanalysis, outlines Kohut's unique interpretations of phenomena initially examined by Freud. A particular focus is Kohut's creative discussion of the long-lasting damage to the self induced by unempathic parents, who fail to provide their children with the support and understanding necessary to personal growth; such children tend to develop a pathological narcissism, characterized by an unrealistic grandiosity and exhibitionism, which results in ineffective personal functioning. The use of empathy and several new forms of transference to treat patients with various psychological disorders is considered. Finally, Kohut's imaginative account of healthy narcissistic development is presented.

Part Three, "Trait Perspectives," covers the major theories of Allport, Cattell, and Eysenck. In the Allport chapter, his devotion to constructing a humanistic theory of personality is demonstrated, and the tremendous impact of his ideas on contemporary personality psychology is explored.

In the chapter on Raymond Cattell, the measurement principles underlying his theory of personality are clarified by means of a brief account of two forms of factor analysis—the R and P techniques. A case study demonstrates how unique individual traits can be measured. Cattell's latest efforts to account for the effects of situational variables on personality expression are also presented. The chapter concludes with Cattell's controversial ideas about a morality with a purportedly scientific basis.

In the chapter on Eysenck, there is extended coverage of the interaction between heredity and environment as it relates to intellectual development, especially IQ. New materials detail Eysenck's explanations of genius and the links between genius and psychopathology.

Part Four, "Cognitive Perspectives," is devoted to George Kelly's theory of personal constructs. His theory is presented in detail. In this edition, the most recent research testing his views on schizophrenia is presented.

Part Five, "Humanistic/Existential Perspectives," covers Maslow, Rogers, and May. The links between Maslow's thinking and today's theorizing and research are revealed both in the latest studies of fear of success in men and women, and in the association of Maslow's key concept of peak experiences with Csikszentmihalyi's concept of flow.

Part Six, "Social-Behavioral Perspectives," includes Skinner,

Rotter, and Bandura. The chapter on Skinner contains a careful review of basic concepts and operant-conditioning principles. Recent research examples show the successful application of these concepts and principles to the treatment of behavioral disorders. The chapters on Rotter and Bandura have been updated to include recent research evidence for the locus-of-control and self-efficacy constructs.

Part Seven, “The Role of Personality Theories in Contemporary Personality Psychology,” highlights the heuristic value of the theories. The many ways in which they act as stimulants to the thinking and research efforts of personality psychologists are noted in Chapter 18. For example, interest in the Big Five factors of personality derives from the efforts of Allport, Cattell, and Eysenck, and the recent trend to incorporate more cognitive constructs into conceptualizations of personality owes much to the legacy of Allport, Kelly, and Bandura. The chapter concludes with a look at some of the newer areas of development in the discipline.

Helpful pedagogical features in Chapters 2–17 include: *evaluative comments* that assess the scientific worth of each theory; *discussion questions*; a list of *suggested readings* that instructors can use in substituting or adding pertinent materials; and a *glossary*, whose items are **boldfaced** in the text.

Acknowledgments

This edition has benefitted immensely from the comments of my undergraduate and graduate students. Their curiosity, honesty, and provocative questioning have helped me tremendously. Special thanks to Marc Lindner for his comments on the Kohut chapter, and to Kathy McAuliffe, who helped with the graphics. I also owe a debt to my colleagues Marie Hayes, Michael Robbins, Laurence Smith, and Allan Stubbs for sharing their expertise and for their many useful suggestions.

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Richard M. Ryckman

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