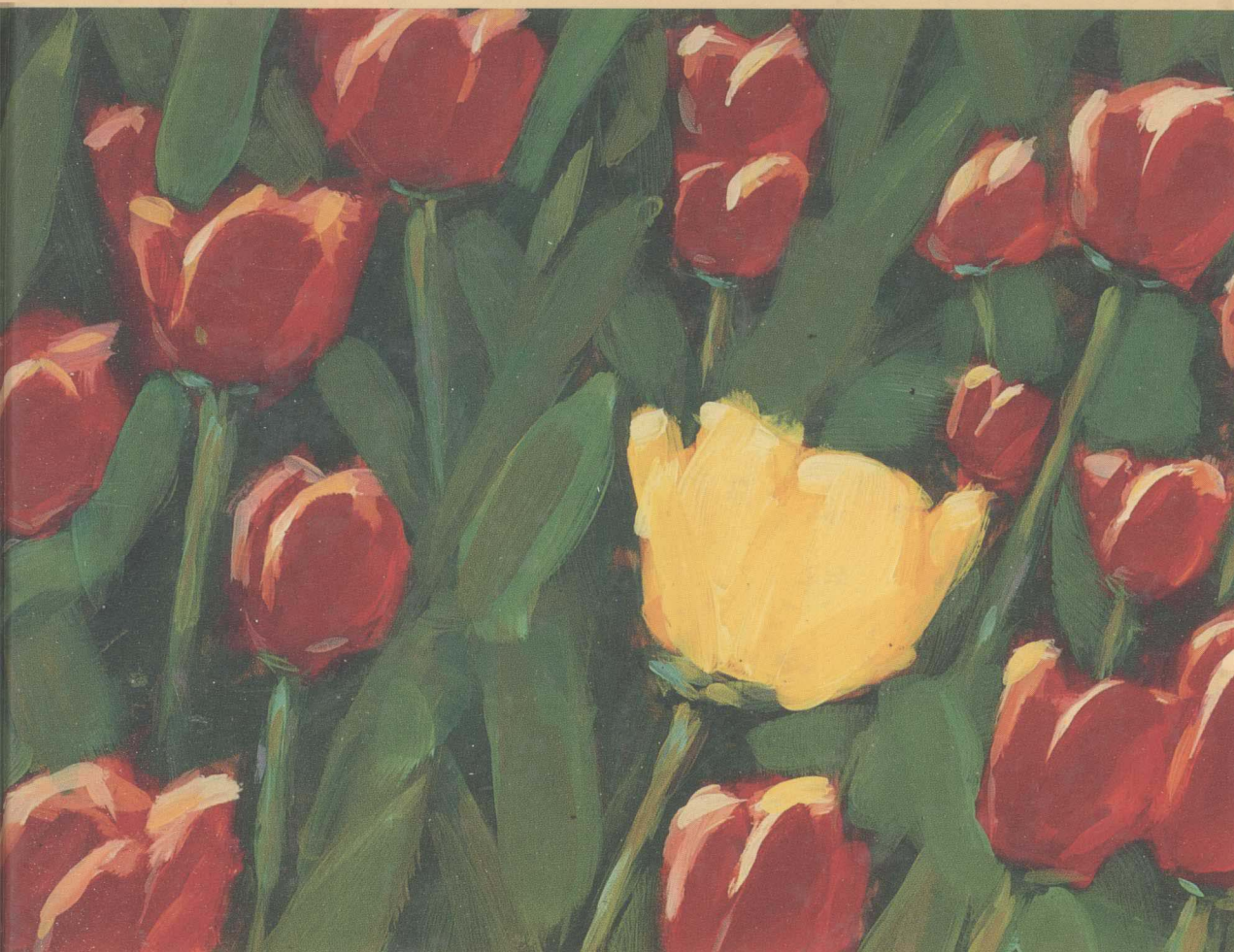


Theories of Personality

SECOND EDITION



J E S S F E I S T

Jess Feist
McNeese State University

Theories of Personality

SECOND EDITION

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Preface

The nature of humanity has been an issue of interest, concern, and controversy for thousands of years. Historically, the motives and makeup of human beings have been debated by philosophers, scholars, and religious thinkers—often from a viewpoint colored by political, social, or religious considerations. Until near the end of the nineteenth century, however, little systematic progress had been made in humanity's ability to organize, explain, or predict its own actions. The emergence of psychology as an area of inquiry separate from philosophy marked the beginning of a scientific approach to the study of human personality.

Scientifically trained investigators within the realm of psychology called personality have continued to ponder age-old questions. Some of these have been: What factors shape personality? Are people motivated by past events or by their expectations of the future? Do they freely choose their own actions, or is behavior shaped by outside forces? Are human motives mostly conscious, or do they spring from some hidden unconscious source? Do biological or social factors play the more important role in personality development? Is the study of personality best served by an emphasis on the uniqueness of individuals or by a consideration of similarities among people? With the emergence of psychology as a science, the method of answering and investigating these questions began to change.

Psychologists presently ask these and other questions with the purpose of testing hypotheses and reformulating models. In other words, they apply 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 these qualities are needed in the formulation of theories, and all can be seen in the work of the personality theorists discussed in this book.

Less than 100 years ago Sigmund Freud, a Viennese physician, began formulating a theoretical framework that would give him and others a greater understanding of the human species. His theory was based on clinical observation, but it also was a reflection of the personality of its creator. Since that time others within the scope of psychology have combined clinical or laboratory experience with imaginative speculation to arrive at some theory of human nature. Each of these theories is unique because each theorist has had a unique personality and set of experiences. Though personality theories are based on observations of human behavior, the observations and the accompanying theory are colored by each theorist's individual background, frame

of reference, and personal dynamics. It follows, therefore, that within the science of psychology there would be many different and even contrasting theories. Divergent theories, however, may still be useful. The usefulness of a theory depends not on its agreement with some established theory, but on the number of testable hypotheses it generates, the degree to which it integrates existing empirical knowledge, and its ability to suggest practical answers to everyday problems.

COVERAGE

The second edition of *Theories of Personality* provides comprehensive coverage of 18 of the most influential theorists of personality. Emphasis has been placed on normal personality, though also included are brief discussions on the attendant systems of abnormality and the appropriate theory and method of psychotherapy associated with them. As with the first edition, this edition is based on original sources and is concerned with the most up-to-date formulations of each theory. Earlier concepts are included only if they are retained in the later theory, or if they provide vital background for the comprehension of the final theory. Because each theory is an expression of its builder's unique view of the world and of humanity, more biographical information is included than is ordinarily found in survey books on personality theory. Readers, therefore, will have an opportunity to develop an acquaintance not only with the theory but with the theorists' lives as well. Each theorist's concept of humanity is discussed using the framework of the basic questions posed on the previous page. Since these questions might also be answered by philosophers, some scientific criterion must be employed for a systematic evaluation of each theory. Consequently, five criteria of a useful theory are presented in Chapter 1, and each theory is subsequently critiqued using those criteria as a guide.

SCOPE

I have divided *Theories of Personality* into six broad areas, beginning with the *introductory remarks* found in Chapter 1. The so-called *psychodynamic theorists* are discussed in Chapters 2–8. These theorists—Freud, Erikson, Adler, Jung, Sullivan, Horney, and Fromm—based their formulations mostly on clinical observations and tended to emphasize unconscious determinants of personality. Freud, of course, was the first of these to evolve a theory of personality, and the other six were, in one way or another, strongly influenced by him.

Behavioral and cognitive theories comprise Part Three. This unit begins with the classical learning theory of Dollard and Miller, who, with their Freudian inclinations, bridge the span between psychodynamic theories and modern cognitive learning theories. Also included in this group are Skinner's radical behavioral approach, Rotter's social learning theory, and Bandura's social cognitive theory.

Next, I discuss the *dispositional theories*, including the trait and factor theories of Cattell and Eysenck. Also included here is Allport's psychology of the individual, although Allport's emphasis on *personal dispositions* gives his theory a strong humanistic complexion.

The fifth section presents the *humanistic/existential theories*, including those of Kelly, Maslow, Rogers, and May, although Kelly's unique theory almost defies classification.

Finally, in the concluding remarks I present an overview of the various theories and speculate about future directions in personality theory.

WRITING STYLE

Although *Theories of Personality* explores difficult and complex theories, it does so in clear, concise, and comprehensible language. The book is designed for undergraduate students and should be understood by those with a minimum background in psychology. However, I have tried not to oversimplify or violate a theorist's original meaning. I 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. Furthermore, the same terms appear in **boldface** and are defined within the text.

INSTRUCTIONAL AIDS

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

Case Studies

Every chapter begins with a case study, a brief story of some one person, chosen to help the student relate the subsequent theory to the real world. After introducing the case study at the first of the chapter, additional information on the person is presented throughout the chapter in order to help students better comprehend certain theoretical concepts.

Outlines, Overviews, and Summaries

Chapter outlines orient students to each chapter by previewing major topics to be discussed. Chapter overviews follow the case study and introduce readers to the general tone of the theory. At the end of each chapter is a brief summary, written to give just enough detail for a quick review of important topics.

Box Material

Where appropriate, one or two boxes have been supplied for some chapters. Some of these contain pertinent research, while others are concerned with relevant but not integral information concerning the theory.

Annotated Suggested Readings

At the end of each chapter I have included four or five suggested readings along with a short description of each. These selections have been carefully chosen for their readability, content, and interest level. They direct readers in further study.

Instructor's Manual

An instructor's manual containing learning objectives, key terms, and suggestions for lecture topics accompanies this text. In addition, the instructor's manual contains nearly 1,500 multiple-choice test items. These items are designed to reduce the instructor's work in preparing tests. Of course, each item is marked with the correct answer and the page number in the text on which the answer can be found.

Study Guide

Also available is a student study guide, which includes learning objectives, chapter summaries, and key terms and concepts. In addition, a variety of test items—including matching, fill-in-the-blank, true or false, multiple choice, and short answer questions—are presented. Students will find the study guide helpful in preparing for quizzes and examinations.

ACKNOWLEDGMENTS

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