Psychology

Theories of Personality
7th Edition

Feist–Feist

McGraw–Hill Primis

ISBN–10: 0–39–043533–3
ISBN–13: 978–0–39–043533–0

Text:

Theories of Personality, Seventh Edition
Feist–Feist

Psychology

Contents

Feist–Feist • *Theories of Personality, Seventh Edition*

Front Matter 2
Preface 2

I. Introduction 7
Introduction 7
1. Introduction to Personality Theory 8

II. Psychodynamic Theories 21
Introduction 21
2. Freud: Psychoanalysis 22
3. Adler: Individual Psychology 70
4. Jung: Analytical Psychology 103
5. Klein: Object Relations Theory 141
6. Horney: Psychoanalytic Social Theory 168
7. Fromm: Humanistic Psychoanalysis 192
8. Sullivan: Interpersonal Theory 218
9. Erikson: Post–Freudian Theory 248

III. Humanistic/Existential Theories 279
Introduction 279
10. Maslow: Holistic Dynamic Theory 280
11. Rogers: Person–Centered Theory 314
12. May: Existential Psychology 347

IV. Dispositional Theories 379
Introduction 379
13. Allport: Psychology of the Individual 380
14. Eysenck, McCrae, and Costa's Trait and Factor Theories 406

V. Learning Theories 445
Introduction 445
15. Skinner: Behavioral Analysis 446
16. Bandura: Social Cognitive Theory 483
17. Rotter and Mischel: Cognitive Social Learning Theory 515
18. Kelly: Psychology of Personal Constructs 553

Back Matter **581**
References **581**
Glossary **603**
Photo Credits **619**
Name Index **621**
Subject Index **627**

© The McGraw–Hill Companies, 2009

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 all people have potential to be either good or evil? 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 are their lives 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 that 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, Alfred Adler, and Carl Jung, relied mostly on clinical observations to construct models of human behavior. Although their data were more systematic and reliable than those of earlier observers, these theorists 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. These theorists 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, some personality theories have fertilized other fields, such as sociology, education, psychotherapy, advertising, management, mythology, counseling, art, literature, and religion.

The Seventh Edition

The seventh edition of *Theories of Personality* continues to emphasize the strong and unique features of earlier editions, namely the overviews near the beginning of each chapter, a lively writing style, the thought-provoking concepts of humanity as seen by each theorist, and the structured evaluations of

each theory. Annotated suggested readings are available online on the book's website at *www.mhhe.com/feist7* to facilitate online research. As were the previous editions, the seventh edition is based on original sources and the most recent formulation of each 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.

For select chapters, we have developed a Web-enhanced feature titled Beyond Biography, which is directly linked to additional information on the book's website at *www.mhhe.com/feist7*.

The seventh edition of *Theories of Personality* uses 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. These same terms also appear in boldface within the text.

The present edition continues to provide comprehensive coverage of the most influential theorists of personality. It emphasizes normal personality, although we have also included brief discussions on abnormality, as well as 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 ample biographical information of each theorist so that readers will have an opportunity to become acquainted with both the theory and the theorist.

What's New?

As in the sixth edition, we have reorganized *Theories of Personality* to conform more to the historical and conceptual nature of the theories. After the introductory Chapter 1, we present the psychodynamic theories of Sigmund Freud, Alfred Adler, Carl Jung, Melanie Klein, Karen Horney, Erich Fromm, Harry Stack Sullivan, and Erik Erikson. These theories are now followed by the humanistic/existential theories of Abraham Maslow, Carl Rogers, and Rollo May. Next are the dispositional theories of Gordon Allport, Hans Eysenck, and Robert McCrae and Paul Costa, Jr. The final group of chapters include the behavioral and social learning theories of B. F. Skinner, Albert Bandura, Julian Rotter, Walter Mischel, and George Kelly, although Kelly's theory nearly defies categorization. This new organization gives the reader a better view of the chronology and development of personality theories.

In addition to this reorganization, we made changes that more accurately reflect the theory's meaning or update the research testing the scientific status of the theory. For example, in the chapter on Klein and object relations we changed "fantasies" to "phantasies" because Klein was clear she wanted to use the term in a unique way. Moreover, we made several changes that maintain the challenging and informative yet reader-friendly nature of this text. Most noticeably, we have added half a chapter of new material on the Big Five trait theory of Robert McCrae and Paul Costa, Jr. This five-trait approach has recently evolved from a taxonomy to a full-fledged theory.

The primary changes in the seventh edition involve updating the related research that examines each of the major theories. For example, for Fromm's theory we have added new research that examines the burden of freedom and political persuasions; for Maslow we added current research on positive psychology and personality development, growth, and goals; for Skinner we now include research on reinforcement and the brain; for McCrae and Costa we summarize the most current research on the Big Five dimensions and emotions; and for Bandura we have updated the related research section with new findings on self-efficacy and terrorism and on self-efficacy and diabetes.

Supplementary Materials

For Instructors

Instructor's Manual and Test Bank

The Instructor's Manual accompanying this book includes 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 the authors have used successfully with their students. The Instructor's Manual is available on the password-protected side of the book's website (www.mhhe.com/feist7).

In the Test Bank, we have included three or four essay questions and answers from each chapter for instructors who prefer this type of student evaluation. For those who prefer multiple-choice questions, we have provided a test bank with nearly 1,500 items, each marked with the correct answer. The test items are available in Word files and in computerized format on the password-protected side of the book's website (www.mhhe.com/feist7).

For Instructors and Students

Online Learning Center

This extensive website, designed specifically to accompany Feist and Feist's *Theories of Personality,* seventh edition, offers an array of resources for both instructors and students. For students, the Online Learning Center (OLC) contains multiple-choice, essay, and true-false questions for each chapter, a Beyond Biography section that further explores the backgrounds of the many theorists presented in the text, suggested readings for each chapter, and many other helpful learning tools. The OLC also includes the Study Guide. For instructors, there is a password-protected website that provides access to the Instructor's Manual. Please go to *www.mhhe.com/feist7* to access the Online Learning Center.

For Students

Study Guide

By Jess Feist

Students who wish to organize their study methods and enhance their chances of achieving their best scores on class quizzes may access the free study guide for the seventh edition of *Theories of Personality* online at *www.mhhe.com/feist7*. This study guide includes learning objectives and chapter summaries. In addition, it contains a variety of test items, including fill-in-the-blanks, true-false, multiple-choice, and short-answer questions.

Acknowledgments

Finally, we wish to acknowledge our gratitude to the many people who have contributed to the completion of this book. First of all, we want to acknowledge and thank Chad Burton, who helped in summarizing and writing the new material for all updated related research sections. We are also grateful for the valuable help

given by those people who reviewed earlier editions of *Theories of Personality*. Their evaluations and suggestions helped greatly in the preparation of this new edition. These reviewers include the following: Robert J. Drummond, University of North Florida; Lena K. Ericksen, Western Washington University; Charles S. Johnson, William Rainey Harper College; Alan Lipman, George Washington University; John Phelan, Eric Rettinger, Elizabeth Rellinger, Evert Community College; Linda Sayers, Richard Stockton College of New Jersey; Mark E. Sibicky, Marietta College; Connie Veldink, Illinois College; Dennis Wanamaker; Kevin Simpson, Concordia University; Lisa Lockhart, Texas A&M University–Kingsville; Natalie Denburg, University of Iowa Hospitals and Clinics; Kristine Anthis, Southern Connecticut State University; Eros DeSouza, Illinois State University; Yozan D. Mosig, University of Nebraska–Kearney.

In addition, we are also grateful to the following reviewers whose feedback helped to shape the seventh edition: Angie Fournier, Virginia Wesleyan College; Atara Mcnamara, Boise State University; Randi Smith, Metro State College of Denver; and Myra Spindel, Florida International University–Miami.

We appreciate the strong support we have had from our publisher. We would like to express our special thanks to Beth Mejia, publisher; Mike Sugarman, executive editor; Dawn Groundwater, director of development; Meghan Campbell, managing editor; and Jillian Allison, editorial coordinator.

We are also indebted to Albert Bandura for his helpful comments on the chapter dealing with social cognitive theory. We also wish to thank these other personality theorists for taking time to discuss appropriate sections of earlier editions of this book: Albert Bandura, Hans J. Eysenck (deceased), Robert McCrae, Paul T. Costa, Jr., Carl R. Rogers (deceased), Julian B. Rotter, and B. F. Skinner (deceased).

Finally, we thank Mary Jo Feist, Linda Brannon, and Erika Rosenberg for their emotional support and other important contributions.

As always, we welcome and appreciate comments from readers, which help us continue to improve *Theories of Personality*.

Jess Feist
Lake Charles, LA

Gregory J. Feist
Oakland, CA