

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 Sixth Edition

The sixth edition of *Theories of Personality* contains many new features, but it 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 have been moved online to the book's Website at <http://www.mhhe.com/feist6> to facilitate online research. As were the previous editions, the sixth 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 located at <http://www.mhhe.com/feist6>.

Although the sixth edition of *Theories of Personality* explores difficult and complex theories, we use 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?

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 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.

In addition to new information on McCrae and Costa, we have added:

- Additional biographical information on most theorists, thus supporting our major thesis that a theorist's birth order, religious background, education, and early professional experiences contribute to his or her unique theory
- Many new references that demonstrate the dynamic quality of most personality theories
- Greater cultural diversity, much of which is reflected by current related research
- A brief chapter opening vignette included for high student interest and designed to engage the reader in an interesting story about that chapter's theorist.

More specifically, we added information on:

1. Freud's experimentation and use of cocaine (Chapter 2)
2. Why Freud failed to understand women (Chapter 2)
3. Freud's work habits and other bits of interesting information, including his clarification of the female Oedipus complex (Chapter 2)
4. Adler's near-death experience from pneumonia and how it affected his view of life (Chapter 3)
5. Adler's own early recollection and its relationship to his life goals (Chapter 3)
6. Adler's lifelong animosity toward Freud (Chapter 3)
7. Jung's relationship to women, especially Toni Wolff (Chapter 4)
8. Jung's ideas on the balanced personality (see Figure 4.3) (Chapter 4)
9. The lifelong friction between Klein and her daughter Melitta (Chapter 5)
10. Mary Ainsworth's research on attachment style (Chapter 5)
11. New biographical information on Horney (Chapter 6)
12. Sullivan's sexual orientation and how it affected his psychological theories (Chapter 8)
13. Erikson's futile search for personal identity (Chapter 9)
14. Rogers's early interest in scientific agriculture and how that interest related to his subsequent research (Chapter 11)
15. The influence of chance in the lives of Maslow (Chapter 10); Eysenck (Chapter 14); Allport (Chapter 13); and Bandura (Chapter 16)
16. Maslow's quest for the self-actualizing, "good" person (Chapter 10); Biographies of McCrae and Costa (Chapter 14)
17. Eysenck's opinion of the "Big Five" (Chapter 14)
18. Skinner's early failures and how he eventually found his identity (Chapter 15)

✦ 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 both on an Instructor's Resource CD-ROM and on the password-protected side of the book's Website (www.mhhe.com/feist6).

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 Instructor's Resource CD-ROM.

For Instructors and Students

Online Learning Center

This extensive Website, designed specifically to accompany Feist and Feist's *Theories of Personality*, sixth 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/feist6 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 sixth edition of *Theories of Personality* online at www.mhhe.com/feist6. 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

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

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