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# 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 personalities, 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 to these six criteria, some personality theories have fertilized other fields, such as sociology, education, psychotherapy, advertising, management, mythology, counseling, art, literature, and religion.

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## ✧ The Fifth Edition

The fifth edition of *Theories of Personality* contains many new features, but it continues to emphasize the strong and unique features of earlier editions, namely the instructive chapter introductions, the extended biographical data, 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/feist5> to facilitate online research. As were the previous editions, the fifth 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.

Although *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 the 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. The same terms also appear in boldface and are defined within the text.

### Coverage and Organization

This edition continues to provide comprehensive coverage of 23 of the most influential theorists of personality. It emphasizes normal personality, although we have also included brief discussions on abnormality and 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 biographical information on each theorist so that readers will have an opportunity to become acquainted with both the theory and the theorist.

*Theories of Personality* is divided into five broad areas, beginning with the introductory remarks found in Chapter 1. The psychodynamic theorists are discussed in Part II, Chapters 2 through 9. Freud, the original personality theorist, heads this list. The others—Adler, Jung, Klein, Mahler, Kohut, Kernberg, Bowlby, Horney, Fromm, Sullivan, and Erikson—all tended to emphasize unconscious determinants of behavior, and all, in one way or another, were influenced by Freud.

Part III presents the behavioral and cognitive learning theories. Included in this group are Skinner's radical behavioral approach, Bandura's social cognitive theory, Rotter's social learning theory, and Mischel's cognitive-affective personality system.

In Part IV, we discuss the dispositional theories, including the trait and factor theories of Cattell and Eysenck as well as the personal disposition theory of Allport. However, Allport's emphasis on the uniqueness of personality gives his theory a strong humanistic complexion.

Part V contains the humanistic/existential theories of Kelly, Rogers, Maslow, and May. Kelly's unique theory, however, almost defies classification.

For those readers interested in additional information, please go online to the book's website at <http://www.mhhe.com/feist5> for a concise evaluation of the different theories; a discussion of the importance of the theorist's own personality in shaping a personality theory; and the authors' speculations on the future directions of personality theory.

## What's Different and Why

We have made several alterations in this edition to maintain the challenging and informative yet reader-friendly nature of this text. Most noticeably, we have changed the physical design of the book, making its appearance more "open" and thus more visually accessible to students.

We have updated familiar favorites such as the Concepts of Humanity and Related Research sections. We have revised the popular chapter summaries from narrative to bulleted form and renamed them Key Terms and Concepts to give the reader a quicker review of the essence of each chapter.

For select chapters, we have developed a new web-enhanced feature titled Beyond Biography, which is directly linked to additional information on the book's website located at <http://www.mhhe.com/feist5>. We have also added new biographical information on major theorists consistent with our belief that a variety of personality theories exist because different theorists have had divergent personal experiences.

We have made major changes to the theories of Albert Bandura and Walter Mischel because these theories continue to evolve. Once again, Albert Bandura was kind enough to read our chapter on social cognitive theory and to make suggestions for improvement. These suggestions allowed us to harmonize our discussion of social cognitive theory with Bandura's evolving theory. Similarly, we substantially changed our discussion of Mischel's cognitive-affective personality system by updating, rewriting, and reorganizing this section of Chapter 12.

Further content additions include:

- A discussion of undoing and isolation, two Freudian defense mechanisms
- A table in Chapter 3 comparing Freudian defense mechanisms with Adlerian safeguarding tendencies
- Recent information on the application of Kernberg's theory to groups and organizations
- A section on classical conditioning in the Skinner chapter
- A discussion of Bandura's proxy agency as a means of controlling one's social environment
- Selected items from Rotter's Interpersonal Trust Scale
- Two sections that discuss Eysenck's research on personality and behavior as well as personality and disease
- A new table in Chapter 13 depicting a model of the major components of Eysenck's theory of personality
- Recently discovered information on one of Allport's early case histories

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## ✎ Supplementary Materials

Please see your McGraw-Hill representative for availability of these and other supplementary materials.

## For Instructors

### ***A combined Instructor's Manual and Test Bank***

By Jess Feist

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 the 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.

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 1,300 items, each marked with the correct answer.

### ***Test Bank CD-Rom***

By Jess Feist

This Test Bank on CD works on both Macintosh and Windows platforms; it contains all the questions in the print version with editing and selection capabilities.

### ***Customized Website***

This extensive website, designed specifically to accompany Feist and Feist's *Theories of Personality*, fifth edition, offers an array of resources for both the instructor and student, including the Beyond Biography feature, annotated selected readings; an evaluation of the different theories; a discussion of the importance of the theorist's own personality in shaping a personality theory; speculation on the future directions of personality theory; and appropriate web links. These can be found by logging onto the text site at <http://www.mhhe.com/feist5>.

## 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 acquire the study guide that accompanies the fifth edition of *Theories of Personality*. 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. The study guide is available through your college bookstore.

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## ✧ Acknowledgments

Finally, we wish to acknowledge our gratitude to the many people who have contributed to the completion of this book. We are especially grateful for the valuable help given by those people who reviewed the fourth edition of *Theories of Personality* and the manuscript drafts of this fifth edition; 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. Johnston, *William Rainey Harper College*; Alan Lipman, *George Washington University*; Eric Reittinger, *Texas A&M University, Kingsville*; Elizabeth Rellinger, *Everett Community College*; Mark E. Sibicky, *Marietta College*; Connie Veldink, *Illinois College*; and Dennis Wanamaker, *Bellevue Community College*.

We appreciate the strong support we have had from our publisher. We would like to express our special thanks to Jane Karpacz, editorial director; Rebecca Hope, senior sponsoring editor; Rita Lombard, developmental editor, whose solid advice and constant good humor have made writing this book a great pleasure; Jayne Klein, project manager; Karen Dorman, copyeditor; Michelle Whitaker, design manager; Carrie Burger, photo research coordinator, Sharon Geary, director of development, and Tammy Juran, supplement producer.

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: Raymond B. Cattell (deceased), Hans J. Eysenck (deceased), Carl R. Rogers (deceased), Julian Rotter, and B. F. Skinner (deceased).

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

**Jess Feist**  
**Greg Feist**