

# 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.

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## ✧ The Eighth Edition

The eighth 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/feist8](http://www.mhhe.com/feist8) to facilitate online research. As were the previous editions, the eighth 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/feist8](http://www.mhhe.com/feist8).

The eighth 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?

For the first time since the first edition of *Theories of Personality*, we have added a new chapter and a new section. Keeping up with current personality theory we have added a new section on "Biological Theories" and added new chapter on Evolutionary Theory of Personality (David Buss). In addition, we have moved Eysenck into the Biological Theories section, given his primary emphasis of the biological foundation of personality. To make room for this new chapter, we have moved one of the seven psychoanalytic chapters (Harry Stack Sullivan) out of the book and placed in on the Web as a supplement.

The order of sections and chapters continues to follow primarily 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, and Erik Erikson. These theories are followed by the humanistic/existential theories of Abraham Maslow, Carl Rogers, and Rollo May. Next are the dispositional theories of Gordon Allport, and Robert McCrae and Paul Costa, Jr, followed by the biological/evolutionary theories of Hans Eysenck and David Buss. The final group of chapters includes 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 general chronology and development of personality theories.

As with each new edition, we have also up-dated the "Recent Research" sections of each of the theories. For example, one study explored whether Carl Rogers' humanistic concept of "organismic valuing" is at work among cancer survivors. The study demonstrated significant personal growth among these survivors that went beyond mere illusion; patients reported real transitions from valuing more materialistic goals to valuing deeper and more fulfilling personal goals over the course of their cancer treatment. In the chapter on Albert Bandura, we discuss new applications of his social cognitive personality theory to global problems such as population growth. He and his colleagues have collaborated with media production companies to bring serial dramas that build a sense of personal efficacy among viewers in the arenas of family planning and women's empowerment, and these efforts have proven remarkably effective in bringing about actual behavioral change that could help save our planet.

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## ✧ 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/feist8](http://www.mhhe.com/feist8)).

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/feist8](http://www.mhhe.com/feist8)).

### For Instructors and Students

#### *Online Learning Center*

This extensive website, designed specifically to accompany Feist, Feist, and Roberts's *Theories of Personality*, eighth 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/feist8](http://www.mhhe.com/feist8) 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 eighth edition of *Theories of Personality* online at [www.mhhe.com/feist8](http://www.mhhe.com/feist8). 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.

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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. First of all, we are 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; Yozaan D. Mosig, University of Nebraska–Kearney; Angie Fournier, Virginia Wesleyan College; Atara Mcnamara, Boise State University; Randi Smith, Metro State College of Denver; and Myra Spindel, Florida International University–Miami. Thanks also to Colorado College students Jenny Wool and Emma Agnew for their help with the updated related research sections on the humanist theorists.

In addition, we are also grateful to the following reviewers whose feedback helped to shape the eighth edition: Carrie Hall, Miami University of Ohio; Kenneth Walters, State University of New York at Oneonta; and Melissa Wright, Northwest Vista College.

We appreciate the strong support we have had from our publisher. We would like to express our special thanks to Nancy Welcher, brand manager; Mike Sugarman, director; Lisa Pinto, executive director of development; Penina Braffman, managing editor; and Adina Lonn, 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, JJF and GJF thank Mary Jo Feist (deceased), Linda Brannon, and Erika Rosenberg, and T-AR thanks Annika and Mia Davis 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*.

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