# CONTENTS

**PREFACE, V**

**CHAPTER 1**

**PERSONALITY THEORY: FROM EVERYDAY OBSERVATIONS TO SYSTEMATIC THEORIES, 1**
- Questions to be addressed in this chapter, 2
- Five goals for the personality theorist, 3
- Why study personality?, 5
- Defining personality, 6
- Questions about persons: what, how, and why, 7
- Answering questions about persons scientifically: understanding structures, processes, development, and therapeutic change, 8
- Important issues in personality theory, 18
- Evaluating personality theories, 23
- The personality theories: an introduction, 24
- Major concepts, 28
- Review, 29

**CHAPTER 2**

**THE SCIENTIFIC STUDY OF PEOPLE, 31**
- Questions to be addressed in this chapter, 31
- The data of personality psychology, 33
- Goals of research: reliability, validity, and ethical behavior, 40
- Three general strategies of research, 42
- Personality theory and personality research, 55
- Personality assessment and the case of Jim, 56
- Major concepts, 58
- Review, 58

**CHAPTER 3**

**A PSYCHODYNAMIC THEORY: FREUD’S PSYCHOANALYTIC THEORY OF PERSONALITY, 59**
- Questions to be addressed in this chapter, 59
- Sigmund Freud (1856–1939): a view of the theorist, 60
- Freud’s view of the person, 62
- Freud’s view of the science of personality, 65
- Freud’s psychoanalytic theory of personality, 66
- Major concepts, 96
- Review, 97
CONTENTS

CHAPTER 4

FREUD’S PSYCHOANALYTIC THEORY: APPLICATIONS, RELATED THEORETICAL CONCEPTIONS, AND CONTEMPORARY RESEARCH, 99

QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 99
PSYCHODYNAMIC PERSONALITY ASSESSMENT: PROJECTIVE TESTS, 100
PSYCHOPATHOLOGY, 106
PSYCHOLOGICAL CHANGE, 109
THE CASE OF JIM, 115
RELATED THEORETICAL CONCEPTIONS AND RECENT DEVELOPMENTS, 119
CRITICAL EVALUATION, 136
MAJOR CONCEPTS, 140
REVIEW, 141

CHAPTER 5

A PHENOMENOLOGICAL THEORY: CARL ROGERS’S PERSON-CENTERED THEORY OF PERSONALITY, 143

QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 144
ROGERS’S VIEW OF THE PERSON, 146
ROGERS’S VIEW OF THE SCIENCE OF PERSONALITY, 149
THE PERSONALITY THEORY OF CARL ROGERS, 149
MAJOR CONCEPTS, 164
REVIEW, 165

CHAPTER 6

ROGERS’S PHENOMENOLOGICAL THEORY: APPLICATIONS, RELATED THEORETICAL CONCEPTIONS, AND CONTEMPORARY RESEARCH, 167

QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 168
CLINICAL APPLICATIONS, 168
THE CASE OF JIM, 175
RELATED THEORETICAL CONCEPTIONS, 177
RECENT DEVELOPMENTS IN THEORY AND RESEARCH, 185
CRITICAL EVALUATION, 193
MAJOR CONCEPTS, 197
REVIEW, 197

CHAPTER 7

TRAIT THEORIES OF PERSONALITY: ALLPORT, EYSENCK, AND CATTELL, 199

QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 200
A VIEW OF THE TRAIT THEORISTS, 200
TRAIT THEORY’S VIEW OF THE PERSON, 201
TRAIT THEORY’S VIEW OF THE SCIENCE OF PERSONALITY, 202
TRAIT THEORIES OF PERSONALITY: BASIC PERSPECTIVES SHARED BY TRAIT THEORISTS, 204
THE TRAIT THEORY OF GORDON W. ALLPORT (1897–1967), 205
IDENTIFYING PRIMARY TRAIT DIMENSIONS: FACTOR ANALYSIS, 209
THE FACTOR-ANALYTIC TRAIT THEORY OF RAYMOND B. CATTELL (1905–1998), 211
THE THREE-FACTOR THEORY OF HANS J. EYSENCK (1916–1997), 216
MAJOR CONCEPTS, 225
REVIEW, 225

CHAPTER 8

TRAIT THEORY: THE FIVE-FACTOR MODEL—APPLICATIONS AND EVALUATION OF TRAIT APPROACHES TO PERSONALITY, 227
QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 228
THE FIVE-FACTOR MODEL OF PERSONALITY: RESEARCH EVIDENCE, 228
THE FIVE-FACTOR THEORY, 237
GROWTH AND DEVELOPMENT, 242
MAYBE WE MISSED ONE? THE SIX-FACTOR MODEL, 244
APPLICATIONS OF THE BIG FIVE MODEL, 245
THE CASE OF JIM, 248
THE PERSON–SITUATION CONTROVERSY, 252
CRITICAL EVALUATION, 255
MAJOR CONCEPTS, 260
REVIEW, 260

CHAPTER 9

BIOLOGICAL FOUNDATIONS OF PERSONALITY, 261
QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 261
TEMPERAMENT, 263
EVOLUTION, EVOLUTIONARY PSYCHOLOGY, AND PERSONALITY, 269
GENES AND PERSONALITY, 278
MOOD, EMOTION, AND THE BRAIN, 290
PLASTICITY: BIOLOGY AS BOTH CAUSE AND EFFECT, 295
NEUROSCIENTIFIC INVESTIGATIONS OF “HIGHER-LEVEL” PSYCHOLOGICAL FUNCTIONS, 296
MAJOR CONCEPTS, 297
REVIEW, 298

CHAPTER 10

BEHAVIORISM AND THE LEARNING APPROACHES TO PERSONALITY, 299
QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 299
BEHAVIORISM’S VIEW OF THE PERSON, 300
BEHAVIORISM’S VIEW OF THE SCIENCE OF PERSONALITY, 301
WATSON, PAVLOV, AND CLASSICAL CONDITIONING, 305
SKINNER’S THEORY OF OPERANT CONDITIONING, 317
CRITICAL EVALUATION, 328
MAJOR CONCEPTS, 332
REVIEW, 332
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>A COGNITIVE THEORY: GEORGE A KELLY’S PERSONAL CONSTRUCT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THEORY OF PERSONALITY, 333</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 333</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GEORGE A. KELLY (1905–1966): A VIEW OF THE THEORIST, 335</td>
<td></td>
</tr>
<tr>
<td></td>
<td>KELLY’S VIEW OF THE SCIENCE OF PERSONALITY, 336</td>
<td></td>
</tr>
<tr>
<td></td>
<td>KELLY’S VIEW OF THE PERSON, 338</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THE PERSONALITY THEORY OF GEORGE A. KELLY, 340</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CLINICAL APPLICATIONS, 355</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THE CASE OF JIM, 358</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RELATED POINTS OF VIEW AND RECENT DEVELOPMENTS, 360</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CRITICAL EVALUATION, 361</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAJOR CONCEPTS, 365</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REVIEW, 365</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>SOCIAL-COGNITIVE THEORY: BANDURA AND MISCHEL, 367</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 367</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RELATING SOCIAL-COGNITIVE THEORY TO THE PREVIOUS THEORIES, 368</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A VIEW OF THE THEORISTS, 369</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCIAL-COGNITIVE THEORY’S VIEW OF THE PERSON, 371</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCIAL-COGNITIVE THEORY’S VIEW OF THE SCIENCE OF PERSONALITY, 372</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCIAL-COGNITIVE THEORY OF PERSONALITY: STRUCTURE, 372</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCIAL-COGNITIVE THEORY OF PERSONALITY: PROCESS, 383</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SOCIAL-COGNITIVE THEORY OF GROWTH AND DEVELOPMENT, 387</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAJOR CONCEPTS, 401</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REVIEW, 402</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>SOCIAL-COGNITIVE THEORY: APPLICATIONS, RELATED THEORETICAL CONCEPTIONS, AND CONTEMPORARY RESEARCH, 403</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 403</td>
<td></td>
</tr>
<tr>
<td></td>
<td>COGNITIVE COMPONENTS OF PERSONALITY: BELIEFS, GOALS, AND EVALUATIVE STANDARDS, 405</td>
<td></td>
</tr>
<tr>
<td></td>
<td>STRESS AND COPING, 425</td>
<td></td>
</tr>
<tr>
<td></td>
<td>THE CASE OF JIM, 431</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CRITICAL EVALUATION, 433</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAJOR CONTRIBUTIONS AND SUMMARY, 436</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MAJOR CONCEPTS, 436</td>
<td></td>
</tr>
<tr>
<td></td>
<td>REVIEW, 436</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>PERSONITY IN CONTEXT: INTERPERSONAL RELATIONS, CULTURE, AND DEVELOPMENT ACROSS THE COURSE OF LIFE, 439</td>
<td></td>
</tr>
<tr>
<td></td>
<td>QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 440</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INTERPERSONAL RELATIONSHIPS, 441</td>
<td></td>
</tr>
</tbody>
</table>
CONTENTS

MEETING ACADEMIC AND SOCIAL CHALLENGES: OPTIMISTIC STRATEGIES AND DEFENSIVE PESSIMISM, 446
PERSONALITY CONSISTENCY IN CONTEXT, 447
PERSONALITY DEVELOPMENT IN SOCIOECONOMIC CONTEXT, 450
PERSONALITY FUNCTIONING ACROSS THE LIFE SPAN, 451
PERSONS IN CULTURES, 453
PUTTING PERSONALITY IN CONTEXT INTO PRACTICE, 458
SUMMARY, 464
MAJOR CONCEPTS, 465
REVIEW, 465

CHAPTER 15

ASSESSING PERSONALITY THEORY AND RESEARCH, 467
QUESTIONS TO BE ADDRESSED IN THIS CHAPTER, 467
ON STRUCTURES, PROCESSES, DEVELOPMENT, AND THERAPEUTIC CHANGE, 467
THE CASE OF JIM, 473
HOW DID THEY DO? A CRITICAL EVALUATION OF PERSONALITY, 474
A FINAL SUMMING UP: THEORIES AS TOOLKITS, 479
REVIEW, 480

GLOSSARY, 481

REFERENCES, 489

NAME INDEX, 521

SUBJECT INDEX, 527