

# Theories of Personality

Understanding Persons

Seventh Edition

**Susan Cloninger**

*The Sage Colleges*



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# Preface

I've been writing and revising this text with its various editions for over a quarter of a century and have come to realize that it will always be a work in process. What used to feel like "completion" now feels simply like a "milestone" as each new edition is sent to production. That is fitting, as the field of personality psychology, too, continues to develop. Over the years, some of the hot topics (like the debate over traits versus situationalism, and the controversy over repressed memory of abuse) have faded into the historical past as theories have matured and research has guided reconceptualizations, and some topics have been dropped altogether, in order to make room for the new.

While not reflected in the words I have crafted for this edition, I sometimes reminisce about the first term paper I wrote in my first personality course, where I explored all that I could find written by Gordon Allport. If there is a unitary vision, however vague and incomplete, for the field, it seems—at least so far in the development of personality theory—to be his personology. But details are lacking in his statements, and for that, we need many other theories, ranging from the exciting findings of neuroscience to the very practical and socially important recognition of cultural contexts (e.g., challenges to the Protestant bias of Allport-inspired work on religious orientations). I do hope that personality researchers and theorists will continue their efforts to reach outside of their theoretical silos, to show how important ideas transcend theoretical boundaries. A unified theory of personality seems a distant goal, however, and one that will need to include other disciplines as well.

Researchers and theorists in personality have more contributions that deserve reporting than I can possibly include in this text: so many research findings and theoretical ideas, it would take a whole series! I invite students to do as I have done, and make understanding personality a life's work, whether through academic study or by thoughtful observations of self and others. Understanding persons brings practical as well as academic benefits to our lives.

## New to This Edition

- New Illustrative Biographies: Malala Yousafzai (Chapter 4), Serena Williams (Chapter 9), and George Harrison (Chapter 15).
- Updated research literature throughout. This includes neuroscience research, not only in the biological chapter but also integrated with various other theories (including Freud, Jung, and meditation in Buddhism).
- Updated discussion of current thinking and research about various theoretical concepts, including archetypes in Jung's theory (Chapter 3); the replacement child and bullying in Adler's theory (Chapter 4); epigenetics, gender identity, and sexual orientation in Erikson's theory (Chapter 5); Alice Miller's work on childhood victimization (Chapter 6); the effects of both nature and nurture in the Five-Factor Model (Chapter 8); increased attention to culture and the environment in evolutionary approaches (Chapter 9); and additional research using cultural and historical material in Kelly's theory (Chapter 11).
- Updated details about various theorists' lives, including controversy over racism in Cattell's theory (Chapter 8) and Jung's theory (Chapter 3); the contributions of his daughter Natalie and his relationship with Gloria in the film by Carl Rogers (Chapter 14); and the abusive behavior of Maslow's mother (Chapter 15).
- Updated details about some illustrative biographies that are continued from the previous edition, including Mother Teresa (Chapter 7), Sonia Sotomayor (Chapter 8), Barack Obama (Chapter 13), and the Dalai Lama (Chapter 16).
- Encouragement of students' critical thinking about many issues, such as conflict (Chapter 2), synchronicity (Chapter 3), cultural change (Chapter 6), religion and values (Chapter 7), free will (Chapter 10), and self-beliefs (Chapter 12).

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## Available Instructor Resources

The following resources are available for instructors. These can be downloaded at <https://www.pearsonhighered.com>. Login required.

**PowerPoint**—provides a core template of the content covered throughout the text. These can easily be added to customize for your classroom.

**Instructor's Manual**—includes key terms, lecture ideas, teaching tips, suggested readings, chapter outlines and student assignments.

**Test Bank**—includes multiple-choice, true/false, and essay questions. They are tied to the numbered learning objectives from the text and tagged as per the level of difficulty and skill type.

**MyTest**—an electronic format of the Test Bank to customize in-class tests or quizzes.

## About The Author

**Susan C. Cloninger, PhD**, is a professor emerita from The Sage Colleges, Troy and Albany, New York, where she taught psychology for 36 years. Her graduate study was at the University of Michigan in Ann Arbor, where she earned a PhD in psychology with specialization in personality (in particular, social motivation). In addition to *Theories of Personality: Understanding Persons*, she has contributed to the *Cambridge Handbook of Personality Psychology*. In retirement, Sue is active as a volunteer in a supportive housing unit for persons with a history of homelessness and mental illness; in her Unitarian Universalist church; and as an amateur gardener and proud grandmother. Her professional curiosity is a quest for understanding that bridges issues from biological to social-political understanding.

## Acknowledgments

With each revision, it becomes increasingly apparent that books require a team effort, even when only one author is listed. This seventh edition is no exception. Indeed, over the decades that I have been learning to become an author, I've come to rely on others as helpers, rather than fearing their judgments.

First, thanks to Pearson. They envisioned the first Revel edition and guided me through the translation of my ideas into a new format, with enhanced pedagogy built into the text. I've done a lot of online teaching, both at The Sage Colleges and Empire State College, but never with the integration of activities with content that this exciting

format permits. I know that the management skills of sponsoring editor Bimbabati Sen and development editor Elisa Rogers have made my work much easier.

In particular, I am much indebted to Elisa Rogers, my development editor, who has worked closely with me throughout the revision process, interpreting the overall Revel vision and formatting to me in ways that this novice could understand, and gently suggesting better ways to implement my ideas. Her professional expertise and her personable presence has made me look forward to her emails. Certainly the book is much improved by Elisa's gentle hand, and the process was much more enjoyable.

I've occasionally bounced ideas off friends and colleagues that helped shape the decisions for the new edition, including my choice of biographies to illustrate the various theories. Particular thanks to Syb, Christy, Tony, and people I've come to know at the Hill Street Inn. This edition includes some of those suggestions, and I welcome advice for future editions (email: [clonis@sage.edu](mailto:clonis@sage.edu)). I'm reluctant, though, to analyze living people, especially those who, because of youth or changing circumstances, are still developing or revealing their personalities—though I've made an exception in the case of Malala Yousafzai.

My family, John and Krissy in particular, have encouraged me and helped keep writing in perspective, and my grandson Ollie has me rethinking theories from a developmental perspective. They remind me that personality is an active and changing process in the real, interpersonal world.

Those who have created the academic content from which I draw must obviously be acknowledged: theorists and researchers who continue to ask important questions about personality and to seek answers. I love the intellectual stimulation of days immersed in their ideas and feel privileged to be their student.

In this interconnected world of resources, I am grateful to the expanding network of booksellers. It is a joy to see the care with which these tomes have been maintained and delivered, carefully wrapped with the love and respect that classics deserve.

In today's electronic information age, I rarely visit the physical library (mostly going to pick up interlibrary loan books), but I owe thanks to the librarians of The Sage Colleges for their efficient responses to my requests, even once going beyond reasonable expectation by crawling through dusty storage areas to retrieve a microfiche version of a very old source that hadn't been converted to modern form.

Ultimately, writing can't be delegated or automated. Shortcomings and errors remain my responsibility, of course.

Finally, I am grateful to faculty who responded to the publisher's request to serve as reviewers of the previous edition in order to help plan this revision.