

1: Personality psychology - Wikipedia

Note: Citations are based on reference standards. However, formatting rules can vary widely between applications and fields of interest or study. The specific requirements or preferences of your reviewing publisher, classroom teacher, institution or organization should be applied.

Philosophical assumptions[edit] Many of the ideas developed by historical and modern personality theorists stem from the basic philosophical assumptions they hold. The study of personality is not a purely empirical discipline, as it brings in elements of art , science , and philosophy to draw general conclusions. The following five categories are some of the most fundamental philosophical assumptions on which theorists disagree: Behavior is categorized as being either unconscious, environmental or biological by various theories. Contemporary research suggests that most personality traits are based on the joint influence of genetics and environment. One of the forerunners in this arena is C. Robert Cloninger , who pioneered the Temperament and Character model. Gordon Allport , Abraham Maslow , and Carl Rogers were all advocates of the uniqueness of individuals. Behaviorists and cognitive theorists, in contrast, emphasize the importance of universal principles, such as reinforcement and self-efficacy. Traditional behavioral theorists typically believed that humans are passively shaped by their environments, whereas humanistic and cognitive theorists believe that humans are more active in their role. Theories that place a great deal of emphasis on learning are often more optimistic than those that do not. Personality types are distinguished from personality traits , which come in different degrees. There are many types of theories regarding personality, but each theory contains several and sometimes many sub theories. A "theory of personality" constructed by any given psychologist will contain multiple relating theories or sub theories often expanding as more psychologists explore the theory. According to trait theories, introversion and extroversion are part of a continuous dimension with many people in the middle. The idea of psychological types originated in the theoretical work of Carl Jung , [9] specifically in his book *Psychologische Typen* Psychological Types and William Marston. Briggs, delineated personality types by constructing the Myers-Briggs Type Indicator. Theories could also be considered an "approach" to personality or psychology and is generally referred to as a model. The model is an older and more theoretical approach to personality, accepting extroversion and introversion as basic psychological orientations in connection with two pairs of psychological functions: Briggs and Myers also added another personality dimension to their type indicator to measure whether a person prefers to use a judging or perceiving function when interacting with the external world. Therefore, they included questions designed to indicate whether someone wishes to come to conclusions judgment or to keep options open perception. An "N" is further assumed to be guided either by thinking or feeling and divided into the "NT" scientist, engineer or "NF" author, humanitarian temperament. Critics of this traditional view have observed that the types can be quite strongly stereotyped by professions although neither Myers nor Keirsey engaged in such stereotyping in their type descriptions , [11] and thus may arise more from the need to categorize people for purposes of guiding their career choice. It should be noted, however, that the MBTI is not designed to measure the "work self", but rather what Myers and McCaulley called the "shoes-off self. They theorized that intense, hard-driving Type A personalities had a higher risk of coronary disease because they are "stress junkies. There was also a Type AB mixed profile. In this circumplex model, the six types are represented as a hexagon, with adjacent types more closely related than those more distant. The model is widely used in vocational counseling. Niemeyer, ; English translation by P. Pigors - New York: The Enneagram of Personality , a model of human personality which is principally used as a typology of nine interconnected personality types. It has been criticized as being subject to interpretation, making it difficult to test or validate scientifically. Perhaps the most ancient attempt at personality psychology is the personality typology outlined by the Indian Buddhist Abhidharma schools. This typology mostly focuses on negative personal traits greed, hatred, and delusion and the corresponding positive meditation practices used to counter those traits.

Psychoanalytic theories[edit] Psychoanalytic theories explain human behavior in terms of the interaction of various components of personality. Sigmund Freud was the founder of this school of thought. Freud drew on

the physics of his day thermodynamics to coin the term psychodynamics. Based on the idea of converting heat into mechanical energy, he proposed psychic energy could be converted into behavior. The id acts according to the pleasure principle, demanding immediate gratification of its needs regardless of external environment; the ego then must emerge in order to realistically meet the wishes and demands of the id in accordance with the outside world, adhering to the reality principle. Finally, the superego conscience inculcates moral judgment and societal rules upon the ego, thus forcing the demands of the id to be met not only realistically but morally. According to Freud, personality is based on the dynamic interactions of these three components. Freud proposed five psychosexual stages of personality development. He believed adult personality is dependent upon early childhood experiences and largely determined by age five. Adler believed that the oldest child was the individual who would set high achievement goals in order to gain attention lost when the younger siblings were born. He believed the middle children were competitive and ambitious. He added, however, that the middle children were often not as concerned about the glory attributed with their behavior. He also believed the youngest would be more dependent and sociable. Adler finished by surmising that an only child loves being the center of attention and matures quickly but in the end fails to become independent. He used narcissism as a model of how people develop their sense of self. In other words, children need to idealize and emotionally "sink into" and identify with the idealized competence of admired figures such as parents or older siblings. They also need to have their self-worth mirrored by these people. These experiences allow them to thereby learn the self-soothing and other skills that are necessary for the development of a healthy sense of self. Another important figure in the world of personality theory is Karen Horney. She is credited with the development of the "real self" and the "ideal self". She believes all people have these two views of their own self. The "real self" is how humans act with regard to personality, values, and morals; but the "ideal self" is a construct individuals implement in order to conform to social and personal norms.

Behaviorist theories[edit] Behaviorists explain personality in terms of the effects external stimuli have on behavior. The approaches used to analyze the behavioral aspect of personality are known as behavioral theories or learning-conditioning theories. These approaches were a radical shift away from Freudian philosophy. One of the major tenets of this concentration of personality psychology is a strong emphasis on scientific thinking and experimentation. This school of thought was developed by B. Skinner who put forth a model which emphasized the mutual interaction of the person or "the organism" with its environment. Skinner believed children do bad things because the behavior obtains attention that serves as a reinforcer. These are the response, and consequences. The response is the child crying, and the attention that child gets is the reinforcing consequence. Skinner put forward a "three term contingency model" which helped promote analysis of behavior based on the "Stimulus - Response - Consequence Model" in which the critical question is: An attitude develops as the response strength the tendency to respond in the presences of a group of stimuli become stable. Rather than describing conditionable traits in non-behavioral language, response strength in a given situation accounts for the environmental portion. Herrstein also saw traits as having a large genetic or biological component, as do most modern behaviorists. He is well known for his classical conditioning experiments involving dogs, which led him to discover the foundation of behaviorism. Cognitive theories are theories of personality that emphasize cognitive processes, such as thinking and judging. Albert Bandura , a social learning theorist suggested the forces of memory and emotions worked in conjunction with environmental influences. Bandura was known mostly for his " Bobo doll experiment ". During these experiments, Bandura video taped a college student kicking and verbally abusing a bobo doll. He then showed this video to a class of kindergarten children who were getting ready to go out to play. When they entered the play room, they saw bobo dolls, and some hammers. The people observing these children at play saw a group of children beating the doll. He called this study and his findings observational learning, or modeling. Early examples of approaches to cognitive style are listed by Baron Baron relates early development of cognitive approaches of personality to ego psychology. More central to this field have been: Attributional style theory [19] dealing with different ways in which people explain events in their lives. This approach builds upon locus of control, but extends it by stating we also need to consider whether people attribute to stable causes or variable causes, and to global causes or specific causes. Various scales have been developed to assess both

attributional style and locus of control. Locus of control scales include those used by Rotter and later by Duttweiler, the Nowicki and Strickland Locus of Control Scale for Children and various locus of control scales specifically in the health domain, most famously that of Kenneth Wallston and his colleagues, The Multidimensional Health Locus of Control Scale. His work refers to "Cognitive Affective Units", and considers factors such as encoding of stimuli, affect, goal-setting, and self-regulatory beliefs. The term "Cognitive Affective Units" shows how his approach considers affect as well as cognition. Developed by Seymour Epstein, CEST argues that humans operate by way of two independent information processing systems: The experiential system is fast and emotion-driven. The rational system is slow and logic-driven. These two systems interact to determine our goals, thoughts, and behavior. But because people are naive scientists, they sometimes employ systems for construing the world that are distorted by idiosyncratic experiences not applicable to their current social situation. Accordingly, humanistic psychology focuses on subjective experiences of persons as opposed to forced, definitive factors that determine behavior. This journal was primarily focused on viewing individuals as a whole, rather than focusing solely on separate traits and processes within the individual. White wrote the book *The Abnormal Personality* that became a standard text on abnormal psychology. He also investigated the human need to strive for positive goals like competence and influence, to counterbalance the emphasis of Freud on the pathological elements of personality development. Maslow believes all who are interested in growth move towards self-actualizing growth, happiness, satisfaction views. Many of these people demonstrate a trend in dimensions of their personalities. Characteristics of self-actualizers according to Maslow include the four key dimensions:

2: Personality Trait Theory - Identify consistent traits in individuals

The social cognitive perspective of personality emphasizes the importance of observational learning, self-efficacy, situational influences and cognitive processes. Major Theorists Albert Bandura: Emphasized the importance of social learning, or learning through observation.

Currently there are a variety of personality theories that seem irreconcilable with each other. CET is integrative of all other major personality theories. This integration is accomplished by expanding upon current basic assumptions, including the assumption that all higher-order animals automatically construct an implicit theory of reality that is necessary for adapting to their environments and that is therefore inherently reinforcing. The system that accomplishes this is referred to as the experiential system, as it is an empirical system that adapts by automatically learning from experience. Because it operates without requiring conscious awareness it can be regarded as an adaptive unconscious system, however, this book reveals that the experiential system is not identical with an unconscious adaptive system, and is superior to that construct in several important respects. Humans, of course, also uniquely operate with a conscious, reasoning system, referred to in CET as a rational system. This book demonstrates how these two systems operate in parallel and influence each other in important ways. For example, the influence of the experiential on the rational system can account for why the human species, despite its outstanding intelligence in solving impersonal problems, which are mainly in the domain of the rational system, often think and behave unintelligently and destructively in solving interpersonal problems, which are primarily in the domain of the experiential system. Yet, neither system is generally superior to the other, and the book discusses how each system is superior in uniquely important ways. In his seminal paper "Integration of the Cognitive and the Psychodynamic Unconscious" from , Epstein presented his cognitive-experiential self-theory, which integrated the bland, cool cognitive unconscious discussed by cognitive scientists with the Freudian unconscious that is full of hedonistic, impulsive, associative, and emotional impulses. Importantly, both systems work in parallel with each other, and both modes of thought have advantages as well as disadvantages depending on the person and the situation. This paper was really important, because cognitive scientists tended to focus too much on the fallibility of the experiential system because they mostly focused on rational decision making outcomes , and clinical psychoanalysts tended to focus too much on the irrational, emotional aspects of the experiential system. In his latest book, Epstein takes all of the research he has conducted on his theory and produces a brilliant synthesis that integrates major different levels of analysis in psychology-- including individual differences in cognitive style rational vs. In graduate school, Epstein significantly impacted my understanding of the role of the cognitive unconscious, and inspired me to assess a wider panoply of individual differences relating to human cognition. I also recommend the book for any person interested in gleaning a deeper understanding themselves, and why it appears we have two minds in one body, and how that impacts everyday life functioning. This book will elucidate and inspire. Bringing it All Together: His widely-cited work I count somewhere around 9, citations of his work in the scientific literature has involved linking together findings from controlled laboratory studies, field studies of intense emotional life experiences e. Epstein addresses a multitude of implications of his theory, e. These days, dual-system theories are all the rage in the social and behavioral sciences. Seymour Epstein was the first to systematically investigate the two basic systems of human cognition and he laid the theoretical and empirical groundwork for later developments. He relates how he developed the theory and provides an easy introduction to the rational and experiential systems, their structure and functions. He explains the shortcomings of the Freudian unconscious and offers an alternative based on years of research, an approach that accommodates unconscious, experiential processes as well as logical reasoning. Based on the insights provided by CET, Epstein discusses personality development, the functions of defense mechanisms, maladaptive behavior in everyday life, and the implications of these processes for psychotherapy. In the final chapter, he draws out broader implications for a better appreciation of irrationality, intuition, and religion. I thoroughly enjoyed reading this book. Reformulating Conscious Versus Nonconscious Processes Into An Innovative Theory of Personality By Eric on Jul 14, Seymour

Epstein, among the leading contemporary theorists and researchers in the field of personality psychology, ambitiously attempts an innovative, integrative theory of personality, including development, motivation, emotion, inner dynamics, psychopathology, and treatment. The resulting dual-process Cognitive-experiential Theory CET reformulates the old dichotomy of conscious versus nonconscious processes, providing new insights and raising new questions for research. The crucial distinction at the heart of CET is between an individual Excellent book, should be part of undergrad and graduate psychology programs, and a great read. By Steve on Jun 12, Long overdue for use by practicing clinicians as well as students of psychology, S. But, we are more than what we think ourselves to be. Tour de force By Kellen on May 10, This book is a tour de force. I enjoyed it immensely and found it completely absorbing. Seymour Epstein considers the whole person in a serious, empirical, and highly creative way. Seymour Epstein is one of the greatest theoreticians of our time and this is the first book to fully present his theory and psychotherapy approach. This book is essential reading for all psychotherapists because it provides a new and research based approach to integration of interpersonal, dynamic, behavioral, and cognitive psychotherapy methods. The foundations of cognitive experiential theory CET is presented and an understanding of human development and personality. The concepts are richly illustrated throughout the book by highly practical case examples and research findings. CET is one of the few truly comprehensive dual-processing systems of psychotherapy on the scale of psychoanalysis. In this book Dr. Epstein explains the functioning of the conscious rational mind and the unconscious experiential system. This is a ground-breaking book in advancing personality theory and in the effective practice of psychotherapy. This is a very fine book. It belongs with the classics. I especially recommend it to students and new researchers, and young clinicians. Have a look at Table 1. Comparison of Attributes of Rational and Experiential i. Each of the dual process theories around today, and there are quite a few, emphasizes but a small subset of the comprehensive perspective Epstein has been developing throughout his career and places in full context in this book. This one table is worth the price of the book. If you are young enough, it is a template you will use throughout your career. It is one of the most useful conceptual tools you will find. I initially took off one star because the book was not available in paperback. Will be using the book in my UG seminar on personality this Spring. This particular edition is in a Hardcover format. It was published by Oxford University Press and has a total of pages in the book. To buy this book at the lowest price, [Click Here](#).

3: The Cognitive Perspective, Including Definition and Example

Comment: A copy that has been read, but remains in clean condition. All pages are intact, and the cover is intact. The spine may show signs of wear. Pages can include limited notes and highlighting, and the copy can include previous owner inscriptions.

Personality Theory and Research: Suggested readings Overviews The field of personality has changed a great deal in the past 20 years and the textbooks in the field have finally caught up with the changes. Texts are now organized around theoretical problems rather than by theorist. There are a growing number of web based resources and these include C. The American Psychological Association is now making a limited number of articles from their journals available to the general public. Some of the ones available are referenced throughout these recommended readings. More traditional text books that are highly recommended include: McAdams, Dan *The Person: An introduction to the science of personality psychology* 5th Edition. Author, Dan McAdams, organizes the field according to a broad conceptual perspective that has emerged in personality psychology over the past 10 years. According to this perspective, personality is made up of three levels of psychological individuality—dispositional traits, characteristic adaptations such as motives and goals, and integrative life stories. Traits, adaptations, and stories comprise the three most recognizable variations on psychological human nature, grounded in the human evolutionary heritage and situated in cultural and historical context. The fifth edition of this beautifully written text expands and updates research on the neuroscience of personality traits and introduces new material on personality disorders, evolution and religion, attachment in adulthood, continuity and change in personality over the life course, and the development of narrative identity. By incorporating significant coverage of the great theorists of personality psychology throughout, the book helps students understand how the field developed. And by showcasing the questions driving the research of today, *The Personality Puzzle* enables students to see the exciting future of the discipline. For the Fifth Edition, every chapter has been updated. The text covers classic theories of personality as well as all the latest findings, including up-to-date coverage of the biological domain, new material on cross-cultural psychology, and expanded treatment of positive psychology. *The Science of Individuality* Prentice Hall. From the book cover "This book presents personality from the perspective of existing research. It provides an overview of personality research and demonstrates the relationship between research and real individuals. Readers are encouraged to explore the relationship between the research and their own personalities. It also introduces primary source literature in personality psychology by covering the content, methods, and issues in the journals with minimal jargon. *The Science of Individuality* presents content on its own merits rather than forcing it to fit existing theories. Readers avoid the sometimes inaccurate connections to historical theories found in other books on personality. The book also includes discussions often neglected in other books, such as entire separate chapters on intelligence and cognitive style, the unconscious, and evolutionary personality psychology. Readers will learn important areas in enough depth to appreciate the issues and complexities. The book always attempts to make clear why a particular study is important. Chapter Two includes a short personality questionnaire designed to measure the Big 5 factors. Since discussions of methodology refer back to the Big 5 factors throughout the book, readers benefit by having a personal involvement through their scores on the questionnaire. It may also help to make some of the material personally relevant. A valuable book for any reader interested in understanding the existing research into personality, or who wishes to understand more about his or her own personality. *In Search of Individuality*. Academic Press, New York. Presenting a unique perspective on recent developments in the field, this book is an invaluable resource for both graduate students and researchers in the study of personality. *Contemporary Theory and Research*. Nelson Hall, Chicago. This text "is intended for undergraduate students studying the topic of personality. Its two major sections discuss the fundamental issues of personality, tracing the origins of the field in modern research, and examining the topics studied by contemporary psychologists. The origins of personality in heredity, the structure of the brain, gender, and childhood are probed. Other sections of the book look at the manifestations and effects of personality in morality, sex roles, aggression, and

relationship with others. All of these topics have broader relevance to other areas of psychology, as they focus on the age-old question of defining what makes a person an individual. Includes selections by twenty-five experts in the field of personality. Similar in emphasis to the Pervin handbook, but written more for undergraduates. The Unification of Psychology and the Possibility of a Paradigm. *Journal of Personality and Social Psychology*, 73, An overview of H. Personality and Individual Differences: A Natural Science Approach. Although somewhat out dated, this text set the agenda for studies of the biological basis of personality for the last 35 years. Studying Lives through Time. This book reviews the origins of traits in biological and social processes, and their consequences for cognition, performance, and mental and physical health. Contrary to the traditional view of personality research as a collection of disconnected theories, Personality Traits presents an integrated account, linking theory-driven research with applications in clinical and occupational psychology. It provides a comprehensive, up-to-date, and accessible survey of research on traits; proposes a coherent, integrated account of personality; and emphasizes the scientific basis of personality research. This work is an essential text for students doing courses in personality and differential psychology and provides researchers and practitioners with an overview of this area. The Scientific Study of Human Nature: Tribute to Hans Eysenck at Eighty. Includes chapters by many personality researchers whose work has been influenced by Eysenck. Pervin, LA and John, O. Eds Handbook of Personality: Theory and Research, 2nd Edition. From foremost authorities, new and updated chapters provide a historical overview of modern personality theory, bring major theoretical perspectives into focus, and report on the current state of the science in a range of key domains. Documenting the ongoing evolution of psychoanalytic, trait, social cognitive, and interactional approaches, the volume explores the dynamic interface between personality psychology and other disciplines. In particular, the recent explosion of knowledge about biological aspects of personality is reflected in completely new chapters on evolutionary psychology, behavioral genetics, neuroscience, and temperament. Major new research is also presented on such defining topics as the self; the psychological unconscious; motivational processes; emotion and emotion regulation; stress, coping, and health; interpersonal behavior; personality assessment; and more. In Annual Review of Psychology, Perspectives of Social Psychology. *Psychological Inquiry*, 3, Biological Approaches Davidson, R. Dopamine, Facilitation of Incentive Motivation, and Extraversion. *Behavioral and Brain Sciences*, 22, , An ambitious article outlining a biological model for extraversion. Includes extensive commentaries by other personality and biological theorists. Individual Differences at the Interface of Biology and Behavior. *Biological Foundations of Personality: Evolution, Behavioral Genetics, and Psychophysiology. Journal of Personality*, Handbook of Individual Differences: Genes, Culture, and Personality. Genes and Environment in Personality Development. The Interplay between Nature and Nurture. *Nature, Nurture, and Psychology*. See also Rowe, D. Adoption Results for Self-reported Personality: Evidence for Nonadditive Genetic Effects? *J Pers Soc Psychol* Goldman, D, High Anxiety, *Science*, A commentary on the use of genetic marker studies of behavioral traits. *J Pers Soc Psychol* Oct; 69 4: *J Pers Jun*; 61 2: *J Abnorm Psychol* Feb; 1: Behavioral Genetics and Personality Change. *J Pers Mar*; 58 1: Abstract Psychoanalytic Reading Lists R. Young has compiled an extensive reading list of psychoanalytic theory. Personality Taxonomies Dimensional representations of personality dimensions have emphasized between three to seven fundamental dimensions. These dimensions are, in turn, used to organize research across different laboratories. Other taxonomic theories of temperament are reviewed by Peter Heineman. Interpersonal traits including dominance and love may be organized into Circumplex Models of Personality and Interpersonal Behavior as shown by Michael Gurtman. *Evolutionary Psychology Primer* Tooby and Cosmides critique of Gould is a powerful essay on evolutionary psychology.

4: Cognitive-Behavioral Theory of Personality Disorders

Cognitive Theory of Personality Cognitive therapists are particularly concerned with the impact of thinking on individuals' personalities. Although cognitive processes are not considered to be the cause of psychological disorders, they are a significant component.

Thus far, the theories we have described have focused on explaining the mental organizations and representations thought to create dysfunctional behavior. These theories are based on the inherent assumption that it is necessary to know why something works the way it does, in order to change, repair, or correct it. But theorists from a different school of thought, cognitive-behavioral theorists, have taken a more pragmatic approach. It is not always necessary to know why something works the way it does, in order to change or correct it. To illustrate this somewhat counter-intuitive concept: Suppose you need to cross the street. Somehow it has become inexplicably flooded, thereby blocking your passage to the other side. Now you could stand there and ponder how on earth the street got flooded like that, and wonder where all that water came from in the first place. Or you could simply skip that step and immediately begin to work out a solution to get you over to the other side. Cognitive-behavioral theorists prefer to immediately focus on a solution that works, to get to the other side so-to-speak, rather than focusing on the origins of the behavior that needs to be changed, repaired, or corrected. This is not to say that modern cognitive-behavioral theory CBT is silent about the origins of dysfunctional behavioral-emotional patterns. Originally based on the works of Aaron Beck, M.D. In other words, our thoughts cognitions lead to our emotions and subsequent behavior. By way of illustration, suppose someone stepped on your foot. You might interpret this action by concluding that this person was intentionally trying to hurt you. In response to this "assault," you might become angry and maybe even retaliate against the foot-stepper. In this case you might laugh, and feel compassionate and forgiving. Notice, the identical environmental event someone stepping on your foot resulted in two entirely different sets of emotions and behaviors, simply by the way your mind interpreted the event. The way in which we interpret an event is critically linked to another type of cognition: Moreover, cognitive theory emphasizes the importance of social learning with respect to personality development. Childhood experiences, including childhood trauma and abuse, are seen as important factors that establish these core beliefs about the world. For more information about this nature-nurture influence on personality development please refer to that section. Thus, our appraisal of events is influenced not only by our immediate experience of the situation or event before us, but also by preconceived ideas and beliefs formed in the past. When our core beliefs are faulty, biased, or distorted we may end up drawing incorrect, irrational conclusions about the meaning of events. We may subsequently behave in ways that cause us unnecessary distress. Core beliefs represent assumptions about ourselves, other people, and the world around us. When these core beliefs are biased or distorted they cause people to consistently misinterpret situations. In a rather ironic twist of fate, these dysfunctional interpretations lead people to behave in such a manner that they unwittingly provoke reactions from other people that are consistent with their misinterpretations. The unfortunate and ironic consequence is that the person ends up "proving" the correctness of their initial, albeit faulty, interpretation. This serves to further strengthen the erroneous core belief. We can illustrate how this works by recalling our earlier example of the clumsy foot stepper. A person with a Paranoid Personality Disorder would be likely to interpret that event as an intentional provocation and attack. This interpretation is based on the core belief that "the world is a dangerous place. A natural consequence of this faulty interpretation acted upon as though it was true even when it is not is to experience anger or frustration. These negative feelings then motivate the paranoid person to attack the foot-stepper in retaliation. A harsh and hostile reaction like that, directed toward the innocent but clumsy foot-stepper, will naturally provoke a defensive and angry reaction from the foot-stepper because now she has been attacked without cause! Ironically, this angry and defensive reaction by our clumsy foot-stepper only serves to confirm the initial faulty interpretation. This validates the core belief "The world is a dangerous place" thereby creating a pervasive, self-perpetuating, interpersonal cycle. Classic cognitive-behavioral therapies for personality disorder derived from this analysis, described in the treatment section were designed

READINGS FOR A COGNITIVE THEORY OF PERSONALITY pdf

to help therapy clients to develop a conscious awareness of their dysfunctional core beliefs and to evaluate their validity. Once they learn to recognize when their core beliefs become activated, they can then work to modify or "restructure" their core beliefs to become more rational in nature, and more evidence-based.

5: Cognitive Personality Theories - IResearchNet

Personality and Bandura. In his social cognitive theory of personality, Bandura included the concept of observational learning as one of the main theoretical points. He argued that reinforcement does not simply work as a mechanism, but it is actually the provider of information of the next reinforcement to be given once the behavior is repeated.

This approach differs from personality theories that emphasize either the conditions within which personality develops or the individual's internal processes. As such, cognitive theories of personality are particularly relevant for counseling psychology because of their core assumption that lasting personality change can occur as a result of rational analysis and insight. Personality theories are often categorized as either nomothetic or idiographic. Taking a nomothetic approach, a personality theory can be used to generalize about an individual or to categorize the person. For example, a person can be said to have a particular trait or style. On the other hand, personality theories that take an idiographic approach attempt to describe the specific individual in such a way as to show how this one individual is different from all other individuals. Cognitive theories of personality are both nomothetic and idiographic. Nomothetic theorists have demarcated dimensions of individual difference such as cognitive styles. Idiographic theorists have developed complex descriptions of individuals cognitively embedded within their own life contexts.

General Components of Cognitive Personality Theories

Most cognitive theories of personality focus on the ways in which personal knowledge and judgment are developed. Often this development occurs in a distorted fashion because it is necessary for people to adapt to their environment. Humans desire to be consistent in their beliefs and behaviors so that they can predict the outcome of their actions. They are also motivated to gain social approval from others and to enhance their perception of themselves.

History of Cognitive Personality Theories

Early ideas related to cognitive theory can be traced back to the Greek Stoic Epictetus, who claimed that processes of rational judgment were at the basis of all emotion, be it happiness or suffering. He stated that events in and of themselves have no moral or ethical meaning. Moral judgment and choice are the consequences of how people come to interpret and understand events. At the turn of the 20th century, William James championed the idea that no psychological theory is complete that does not allow for a mechanism by which thought will regulate actions. James emphasized the role of the focus of attention in determining behavior. He also anticipated the concept of cognitive schemata by characterizing the stream of consciousness as anticipating and adapting to current events by comparing current experiences to past experiences. Early work in social cognition forms a basis of current cognitive personality theory. Fritz Heider, an early social psychologist, emphasized that people act with others on the basis of their conceptions of themselves and of others. Heider developed the notion of phenomenal causality, which is the perception of causality that leads to judgment and action. One important dimension of causal attributions is that of internal or dispositional versus external or situational attributions. These observations are organized into personal constructs, which were described by Kelly in terms very similar to the current concept of cognitive schemata. Cognitive schemata are meaningful organizations of related pieces of knowledge. Kelly proposed that people make predictions and interpretations regarding their experience on the basis of their personal constructs or schemata, and they endeavor to behave in a manner that is consistent with their personal constructs. Kelly proposed that personal constructs develop and change through processes that are similar to assimilation and accommodation. As described by the cognitive developmental theorist Jean Piaget, assimilation is the process by which people integrate new information into the existing body of information they already possess. Accommodation is the process by which people change or modify their existing knowledge based on the information gained from new experiences. Like Piaget, Kelly viewed cognitive development as a continuing interplay between assimilation and accommodation. For example, children learn to catch a large ball by holding out their arms a certain distance apart as the ball is thrown. Later, when a smaller ball is thrown, they will hold out their arms the same distance apart but fail to catch the ball. They will need to accommodate the new information that the size of the ball must determine the distance apart that they spread their arms. Kelly proposed that individuals are motivated to maintain a hierarchical structure of personal constructs that is consistent with the world, as they perceive it. Anxiety results when

information does not conform to the expectations generated by their constructs. This leads to a need to change or reorganize their cognitive structure accommodation, or to force the discordant experience to fit their preexisting construct hierarchy assimilation. Often assimilation requires less cognitive effort than accommodation. Locus of Control Julian Rotter developed a social learning theory that emphasized the role of the cognitive expectancy of reward in determining behavior. The major contribution of this theory to the psychology of personality was the proposal of a generalized cognitive expectancy that Rotter called locus of control. Individuals differ to the extent that they generally believe their own actions are related to personal outcomes. Those with an internal locus of control have a strong expectation that success or failure will result from their own efforts. Those with an external locus of control generally believe that success or failure is determined by fate, chance, or the will of others. Currently, psychologists believe individuals can have different locus of control beliefs for different aspects of their life. For example, an individual could have an internal locus of control regarding social relationships and an external locus of control regarding his or her health. Causal attributions also determine whether events are believed to be stable or transient. Witkin observed that individuals differ in their general modes of intellectual and perceptual functioning along a number of dimensions. Impulsivity versus reflectivity refers to the extent to which one will consider consequences of acts and alternatives before acting. Field dependence versus independence refers to a global as opposed to analytic style of perceiving. Field-dependent perceptions are influenced by the context within which they occur. Field-independent perceptions are more analytical and somewhat independent of the context within which they occur. Cognitive complexity versus simplicity refers to the usual number of interrelated schemata that are applied to experiences. Need for cognition refers to individual differences in the desire to be challenged to think and reflect. It is currently believed that many of these dimensions along which individuals differ are genetically based or at least congenital and somewhat difficult to modify. Bandura agreed that people develop and change as a consequence of the direct rewards and punishments they receive from the environment. These rewards and punishments occur as a consequence of their actions the basis of operant conditioning. However, we also learn by observing others models and noting the consequences that result from their behavior. The study of observational learning led psychologists to distinguish between the factors that influence the vicarious acquisition of knowledge and the factors that influence the actual performance of some behavior. Among the factors that influence the vicarious acquisition of knowledge are the strength and valence i. Self-efficacy beliefs depend on a number of factors, including previous direct experience, observational learning, social persuasion, and self-assessment and interpretation of current and past emotional states. Conditions that lead to the development of healthy self-efficacy include the positive factors of family interactions warmth, support, and challenge, and peer networks similar models, access to activities, and social motivation, as well as negative factors such as competition and stress. Like locus of control, self-efficacy is largely domain specific e. According to Bandura, a complete understanding of the person involves recognition of the reciprocal interaction of personal cognitive and affective factors with environmental factors. Bandura labeled this concept reciprocal determinism. By this he meant that personal factors can be influenced by environmental factors such as rewards, punishments, and information from models, but behavior and personal factors also cause changes in the environment and in other individuals. Because of the human ability to symbolize personal experience and to think ahead about the expected consequences of personal actions, each individual has the capability to self-reflect, leading to the potential for self-directed changes in behavior. Self-efficacy beliefs are crucial to making self-directed changes because they are most functional when they are accurate. When efficacy is high but skills are poorly developed, harm and trauma can occur. When efficacy beliefs are low, even when skill level is high, personal growth will not occur and there will be little motivation for change. Walter Mischel pointed out that personal variables such as traits and dispositions are often not by themselves as predictive of behavior as variables external to the person such as the demands of the situation. In a somewhat selective review of the literature, Mischel concluded that personality information was predictive of only a very small percentage of the variation of behavior in situations. This argument stimulated the field of personality research to elucidate the interaction of the person within the situation as opposed to focusing on person variables. In recent years, Mischel and colleague Yuichi Shoda have made

progress in describing dynamic interactions of situations with personal variables self-efficacy beliefs, personal goals, and emotional reactions into an integrated theory called the cognitive-affective personality system. This approach recognizes that persons differ in the aspects of a situation on which they focus and in the way in which they encode a particular element of a situation. The resulting theory emphasizes the interaction of situations, encoding processes, memories, beliefs, expectancies, and behavior in a reciprocally determinative dynamic. This idiographic system can be considered a model for the most complete cognitive theory of personality. Cognition and Emotion Cognitive theories of personality have made important contributions to counseling and psychotherapy by demonstrating the ways in which cognition can cause or modify positive or negative emotion. A long-standing debate concerns whether all human emotions more complex than simple sensory pleasure or pain are a result of cognitive processes or are merely congruent with them. In actuality, most cognitive theories of personality emphasize the presence of evolutionarily prepared i. Self-Discrepancy Theory Self-discrepancy theory is a form of dissonance theory that states that people are motivated to maintain a consistency among their self-perceptions and beliefs. The humanistic psychologist Carl Rogers proposed that incongruence between the self as experienced and the ideal self is a source of human suffering. Support for this position is buttressed by the many studies that have found successful counseling outcomes characterized by reductions in this incongruence. Tory Higgins incorporated ideas of expectancy into the self-discrepancy model. A number of moderators of the strength of this effect have been identified, including the amount of the discrepancy, factors that increase or decrease the salience of the discrepancy, and the importance of the discrepancy to the individual. Dweck distinguishes between two forms of belief that people may hold regarding their efficacy. The first, or entity view, regards any ability such as intelligence as fixed or stable. Persons taking an entity view within any domain of ability entity theorists will develop goals that avoid failure, are measured by absolute performance standards, and are low risk. A person can also perceive his or her efficacy incrementally. An incremental theorist regards abilities as changeable or improvable through challenge and work. Incremental theorists develop relative or mastery goals and are less motivated by fear of failure. Entity theorists are performance oriented, while incremental theorists are learning oriented. Entity theorists are more likely to be judgmental regarding themselves and others and to experience helplessness, depression, and anxiety. Cognitive Personality Theory in Counseling Cognitive personality theory is applicable to counseling in two ways. First, psychologists perform cognitively based personality assessments in order to select the most appropriate treatment methods for an individual client. Second, cognitive personality theories provide the theoretical underpinning for interventions designed to achieve long-standing changes in personality. Assessment Counselors have access to a large number of assessment devices that measure cognitive style and other cognitive individual difference dimensions beyond intelligence factors. Other assessment devices, developed mainly for use in cognitive-behavioral therapy, assess dysfunctional beliefs in various domains. A large number of cognitive assessment instruments have been developed. For example, a psychologist could administer the following self-statement inventories to assess anxiety disorders: These and the many other available instruments are easy to give and to score.

6: Great Ideas in Personality--Readings

This page contains suggested readings on many personality research programs. Included are articles and chapters by both proponents and critics, with preference given to scholarly sources.

How motives, skills, and values determine what people do. *American Psychologist*, 40, Studying personality in the context of an advanced motivational psychology. *American Psychologist*, 36, Measuring needs with the Thematic Apperception Test: *Journal of Personality and Social Psychology*, 82, A hierarchical model of approach and avoidance achievement motivation. *Journal of Personality and Social Psychology*, 72, A personal goals analysis. *Journal of Personality and Social Psychology*, 73, Approach and avoidance achievement goals and intrinsic motivation: *Journal of Personality and Social Psychology*, 70, Predictors and consequences of achievement goals in the college classroom: Maintaining interest and making the grade. The motivation to achieve in Singapore: In search of a core construct. *Personality and Individual Differences*, 23, Attitudinal correlates of national wealth. *Personality and Individual Differences*, 21, Relationships between need achievement, sensation seeking and cognitive performance. *Personality and Individual Differences*, 16, Achievement and power motives, performance feedback, and creativity. *Journal of Research in Personality*, 34, Achievement motivation and Type A behavior as motivational orientations. *Journal of Research in Personality*, 33, Personality, motivation, and performance: A theory of the relationship between individual differences and information processing. *Psychological Review*, 91, A study of former political radicals and politically moderate adults. *Personality and Social Psychology Bulletin*, 8, Child Development Mueller, C. *Journal of Personality and Social Psychology*, 75, Causes of increases in achievement motivation: Is the personality influenced by prenatal environment? *Personality and Individual Differences*, 22, Evolutionary Origins Perusse, D. Cultural and reproductive success in industrial societies: Testing the relationship at the proximate and ultimate levels. *Behavioral and Brain Sciences*, 16,

7: The Personality Project: Personality Theory

Cognitive theories of personality focus on the processes of information encoding and retrieval, and the role of expectations, motives, goals, and beliefs in the development of stable personality characteristics.

Theories of Personality and Individual Differences The study of personality includes multiple approaches to the question of who we are and how and why we are similar and different to other individuals. Some of the ways in which we study personality are developing descriptive taxonomies of individual differences. These approaches use basic psychometric and assessment techniques developed for the study of personality and ability. These approaches emphasize the "who" question of how people are similar to and yet differ from each other. At least five different theoretical approaches address the "why" question. That is, why are there individual differences. Evolutionary Psychology emphasizes universals of human behavior and attempts to explain individual variability in terms of alternative adaptive strategies. Behavior genetic approaches analyze the variation in behavior in terms of the complex interplay between genetic and environmental influences. Systematic work in biological theorizing has emphasized the continuity of behavior across species and searches for the biological underpinnings of temperament and complex behavior. Traditional psychoanalytic techniques, although not a major area of current personality theory, did have an influence in the theories developed throughout much of the 20th century. The following selections from each of these approaches are meant to lead the interested reader to some of the current literature. These are certainly not meant to be a complete selection, but are rather important readings that provide good overviews of the separate approaches. The interested reader is encouraged to first consult the overviews of personality before delving into these more specialized readings. Some of the most interesting results of the past decade have been the demonstrations of the moderate to strong heritability of personality and ability. The most exciting and counter-intuitive findings have been that the shared environment is much less important than previously thought but that the unique environment is very important. Genes do not code for thoughts, feelings, or behavior, but rather code for proteins that regulate and modulate biological systems. Although promising work has been done searching for the biological bases of individual differences it is possible to sketch out these bases only in the broadest of terms. Specific neurotransmitters and brain structures can be associated with a broad class of approach behaviors and positive affects while other neurotransmitters and structures can be associated with a similarly broad class of avoidance behaviors and negative affects. Reports relating specific alleles to specific personality traits emphasize that the broad personality traits are most likely under polygenic influence and are moderated by environmental experience. Subtle differences in neurotransmitter availability and re-uptake vary the sensitivity of individuals to cues about their environment that predict future resource availability and external rewards and punishments. It is the way these cues are detected, attended to, stored, and integrated with previous experiences that makes each individual unique. With time we can expect to increase our taxonomic and predictive power by using these causal bio-social theories of individual differences.

Biological Approaches Davidson, R. Contemporary Theory and Research. Nelson Hall, Chicago.

Dopamine, Facilitation of Incentive Motivation, and Extraversion. Behavioral and Brain Sciences, 22, An ambitious article outlining a biological model for extraversion. Includes extensive commentaries by other personality and biological theorists.

Individual Differences at the Interface of Biology and Behavior. Biological Foundations of Personality: Evolution, Behavioral Genetics, and Psychophysiology. Journal of Personality, Personality and Individual Differences: A Natural Science Approach. Handbook of Individual Differences: Genes, Culture, and Personality. Genes and Environment in Personality Development. The Interplay between Nature and Nurture. Nature, Nurture, and Psychology. See also Rowe, D. Adoption Results for Self-reported Personality: Evidence for Nonadditive Genetic Effects? J Pers Soc Psychol Goldman, D, High Anxiety, Science, A commentary on the use of genetic marker studies of behavioral traits. J Pers Soc Psychol Oct; 69 4: J Pers Jun; 61 2: J Abnorm Psychol Feb; 1: Behavioral Genetics and Personality Change. J Pers Mar; 58 1: Young has compiled an extensive reading list of psychoanalytic theory. Personality Taxonomies Dimensional representations of personality dimensions have emphasized between three to seven

fundamental dimensions. These dimensions are, in turn, used to organize research across different laboratories. Other taxonomic theories of temperament are reviewed by Peter Heineman. Interpersonal traits including dominance and love may be organized into Circumplex Models of Personality and Interpersonal Behavior as shown by Michael Gurtman. Evolutionary Psychology Primer Tooby and Cosmides critique of Gould is a powerful essay on evolutionary psychology. Phil Shaver provides a discussion of measurement issues in attachment and provides a review of the current literature. Chris Brand has collected a fascinating set of quotes from personality researchers about almost everything. His "Resource Manual of Quotations about the Psychology of Individual and Group Differences" includes introductory comments and quotes that range from discussions of situational versus personological approaches and discussions of the most appropriate number of dimensions of personality, to discussions of the measurement of intelligence and nature and nurture. Modified by Jason A. French and William Revelle.

8: Social cognitive theory - Wikipedia

A theory was proposed to reconcile paradoxical findings on the invariance of personality and the variability of behavior across situations. For this purpose, individuals were assumed to differ in (a).

History[edit] The conceptual roots for social cognitive theory come from Edwin B. The most notable component of this theory is that it predicted a person cannot learn to imitate until they are imitated. They argued four factors contribute to learning: One driver is social motivation, which includes imitativeness, the process of matching an act to an appropriate cue of where and when to perform the act. A behavior is imitated depending on whether the model receives a positive or negative response consequences. By imitating these observed actions the individual observer would solidify that learned action and would be rewarded with positive reinforcement. The proposition of social learning was expanded upon and theorized by Canadian psychologist Albert Bandura. Bandura, along with his students and colleagues conducted a series of studies, known as the Bobo doll experiment , in and to find out why and when children display aggressive behaviors. These studies demonstrated the value of modeling for acquiring novel behaviors. Self-efficacy comes from four sources: He called the new theory social cognitive theory. Bandura changed the name to emphasize the major role cognition plays in encoding and performing behaviors. In this book, Bandura argued that human behavior is caused by personal, behavioral, and environmental influences. The theory shows how new behavior diffuses through society by psychosocial factors governing acquisition and adoption of the behavior. Current status[edit] Social Cognitive Theory originated in psychology, but based on an unofficial November Google Scholar search, only 2 percent of articles published on SCT are in the pure psychology field. About 20 percent of articles are from Education and 16 percent from Business. The majority of current research in Health Psychology focuses on testing SCT in behavioral change campaigns as opposed to expanding on the theory. Born in , Bandura is still influencing the world with expansions of SCT. His recent work, published May , focuses on how SCT impacts areas of both health and population in relation to climate change. On health, Bandura writes that currently there is little incentive for doctors to write prescriptions for healthy behavior, but he believes the cost of fixing health problems start to outweigh the benefits of being healthy. Bandura argues that we are on the cusp of moving from a disease model focusing on people with problems to a health model focusing on people being healthy and SCT is the theory that should be used to further a healthy society. Bandura argues that SCT should be used to increase birth control use, reduce gender inequality through education, and to model environmental conservation to improve the state of the planet. Overview[edit] Social cognitive theory is a learning theory based on the idea that people learn by observing others. While social psychologists agree that the environment one grows up in contributes to behavior, the individual person and therefore cognition is just as important. People learn by observing others, with the environment, behavior, and cognition acting as primary factors that influence development in a reciprocal triadic relationship. Similarly, the environment one is raised in may influence later behaviors. The core concepts of this theory are explained by Bandura through a schematization of triadic reciprocal causation, [2] The schema shows how the reproduction of an observed behavior is influenced by the interaction of the following three determinants: Whether the individual has high or low self-efficacy toward the behavior i. Get the learner to believe in his or her personal abilities to correctly complete a behavior. The response an individual receives after they perform a behavior i. Provide chances for the learner to experience successful learning as a result of performing the behavior correctly. Make environmental conditions conducive for improved self-efficacy by providing appropriate support and materials. Social learning theorists believe that because people can learn through observation alone, their learning may not necessarily be shown in their performance. These are interdependent on each other and its influence can be directly linked with individual or group psychological behavior. Human agency[edit] Social cognitive theory is proposed in an agentic perspective, which suggests that, instead of being just shaped by environments or inner forces, individuals are self-developing, self-regulating, self-reflecting and proactive. A group of people work together to achieve the common benefits. Human agency has four core properties: Human capability[edit] Evolving over time, human beings are featured with

advanced neural systems, which enable individuals to acquire knowledge and skills by both direct and symbolic terms. People are affected not only by direct experience but also indirect events. Instead of merely learning through laborious trial-and-error process, human beings are able to symbolically perceive events conveyed in messages, construct possible solutions, and evaluate the anticipated outcomes. Individuals can regulate their own intentions and behaviors by themselves. Self-regulation lies on both negative and positive feedback systems, in which discrepancy reduction and discrepancy production are involved. That is, individuals proactively motivate and guide their actions by setting challenging goals and then making effort to fulfill them. In doing so, individuals gain skills, resources, self-efficacy and beyond. Human beings can evaluate their thoughts and actions by themselves, which is identified as another distinct feature of human beings. By verifying the adequacy and soundness of their thoughts through enactive, various, social, or logical manner, individuals can generate new ideas, adjust their thoughts, and take actions accordingly. One critical ability human being featured is to adopt skills and knowledge from information communicated through a wide array of mediums. Modeling[edit] Social cognitive theory revolves around the process of knowledge acquisition or learning directly correlated to the observation of models. The models can be those of an interpersonal imitation or media sources. Effective modeling teaches general rules and strategies for dealing with different situations. In the first experiment, children were exposed to either an aggressive or non-aggressive model of either the same sex or opposite sex as the child. There was also a control group. The aggressive models played with the Bobo doll in an aggressive manner, while the non-aggressive models played with other toys. They found that children who were exposed to the aggressive models performed more aggressive actions toward the Bobo doll afterward, and that boys were more likely to do so than girls. A Study of Aggression. In this experiment Bandura exposed a group of children to a video featuring violent and aggressive actions. After the video he then placed the children in a room with a Bobo doll to see how they behaved with it. Through this experiment, Bandura discovered that children who had watched the violent video subjected the dolls to more aggressive and violent behavior, while children not exposed to the video did not. This experiment displays the social cognitive theory because it depicts how people reenact behaviors they see in the media. In this case, the children in this experiment reenacted the model of violence they directly learned from the video. Retention Observe a behavior and subsequent consequences, then convert that observation to a symbol that can be accessed for future reenactments of the behavior. When a positive behavior is shown a positive reinforcement should follow, this parallel is similar for negative behavior. Production refers to the symbolic representation of the original behavior being translated into action through reproduction of the observed behavior in seemingly appropriate contexts. During reproduction of the behavior, a person receives feedback from others and can adjust their representation for future references. Motivational process reenacts a behavior depending on responses and consequences the observer receives when reenacting that behavior. Modeling not only allows students to learn behaviour that they should repeat but also to inhibit certain behaviours. For instance, if a teacher glares at one student who is talking out of turn, other students may suppress this behavior to avoid a similar reaction. Teachers model both material objectives and underlying curriculum of virtuous living. Teachers should also be dedicated to the building of high self-efficacy levels in their students by recognizing their accomplishments. Outcome expectancies[edit] To learn a particular behavior, people must understand what the potential outcome is if they repeat that behavior. The observer does not expect the actual rewards or punishments incurred by the model, but anticipates similar outcomes when imitating the behavior called outcome expectancies , which is why modeling impacts cognition and behavior. These expectancies are heavily influenced by the environment that the observer grows up in; for example, the expected consequences for a DUI in the United States of America are a fine, with possible jail time, whereas the same charge in another country might lead to the infliction of the death penalty. For example, in the case of a student, the instructions the teacher provides help students see what outcome a particular behaviour leads to. It is the duty of the teacher to teach a student that when a behaviour is successfully learned, the outcomes are meaningful and valuable to the students. Self-efficacy[edit] Social cognitive theory posits that learning most likely occurs if there is a close identification between the observer and the model and if the observer also has a good deal of self-efficacy. Self-efficacy is the extent to which

an individual believes that they can master a particular skill. Self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action—which operate on action through motivational, cognitive, and affective intervening processes. Individuals with high self-efficacy are more likely to believe they can master challenging problems and they can recover quickly from setbacks and disappointments. Therefore, self-efficacy plays a central role in behavior performance. Observers who have high level of self-efficacy are more likely to adopt observational learning behaviors. Self-efficacy can be developed or increased by: Mastery experience, which is a process that helps an individual achieve simple tasks that lead to more complex objectives. Social modeling provides an identifiable model that shows the processes that accomplish a behavior. Improving physical and emotional states refers to ensuring a person is rested and relaxed prior to attempting a new behavior. Verbal persuasion is providing encouragement for a person to complete a task or achieve a certain behavior. Teachers should ensure that the students have the knowledge and strategies they need to complete the tasks. Self-efficacy has also been used to predict behavior in various health related situations such as weight loss, quitting smoking, and recovery from heart attack. In relation to exercise science, self-efficacy has produced some of the most consistent results revealing an increase in participation in exercise. The more commonalities or emotional attachments perceived between the observer and the model, the more likely the observer learns and reenact the modeled behavior. Media content analytic studies examine the substratum of media messages that viewers are exposed to, which could provide an opportunity to uncover the social values attached to these media representations. As Bandura suggested, people can learn how to perform behaviors through media modeling. For instance, Hardin and Greer in examined the gender-typing of sports within the theoretical framework of social cognitive theory, suggesting that sports media consumption and gender-role socialization significantly related with gender perception of sports in American college students. This occurred because participants could identify with a recognizable peer, have a greater sense of self-efficacy, and then imitate the actions to learn the proper preventions and actions. Sixty mothers were randomly assigned to either participate in the program or they were given routine care. The author found that mothers exposed to the program showed significant improvement in their breastfeeding skills, were more likely to exclusively breastfeed, and had fewer problems than the mothers who were not exposed to the educational program. By comparison, moral performance is influenced by the possible rewards and incentives to act a certain way. Therein lies the core of social cognitive theory. For the most part, social cognitive theory remains the same for various cultures. Since the concepts of moral behavior did not vary much between cultures as crimes like murder, theft, and unwarranted violence are illegal in virtually every society, there is not much room for people to have different views on what is morally right or wrong.

9: SparkNotes: Development: Theories of Development

The following theories focus on various aspects of personality development, including cognitive, social, and moral development. Freud's Stages of Psychosexual Development In addition to being one of the best-known thinkers in the area of personality development, Sigmund Freud remains one of the most controversial.

What makes civilization? The Fogar Garaudy, / A child's book of butterflies The The The The The The The A The The The The The 3-day energy fast Treatment of tissue sections for in situ hybridization Gregory H. Tesch, Hui Y. Lan, and David J. Nikolic Unravelling words the weaving of water Seeing with sound The Teachers Guide to Grammar BlazeVOX an online journal of voice Vol. 2 Computational physics, complex systems, and the structure of matter The Dynamic Bacterial Genome (Advances in Molecular and Cellular Microbiology) Appendix B: Naval special Warfare Command : Missions and Structure Rekindling the vision in a traditional church Violence, sex, and profanity in MPAA-rated movies is increasing Steve Persall Rhotons cranial anatomy and surgical approaches The invisible art scott mccloud Mo money, no problems : keepin it real in the post-Jordan era Todd Boyd The Nuclear Apocalypse Northern California Region An Interpretation of Desire: Essays in the Study of Sexuality (Worlds of Desire: The Chicago Series on Sex 2006 Harris Connecticut Manufacturers Directory A surprise in the forest Super Cool Science Experiments Special considerations in women with bipolar disorder Natalie L. Rasgon and Laurel N. Zappert Goods received note format Low-cost quality control and nondestructive evaluation technologies for general aviation structures Ms office notes in Journal of contemporary asia The ministers marriage handbook Reincarnation Is A Fact Virginia and state rights, 1750-1861 Alexander chapters 3 and 5 njc.html Danse Macabre (Anita Blake Vampire Hunter) The angel chamber Russell Davis The Planet of the Robot Slaves Sir Walter Raleigh-selections from his Historie of the world, his Letters, etc. From Salesman to Chief Executive Officer Spanish civil war summary American pictures and their painters.