

**Personality  
and  
Social Cognition**

Fall 2015

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**Final Examination**

- Monday, December 14, 2015
  - 11:30 AM – 2:30 PM
  - 100 Lewis
- 3-Hour Exam
  - 1st Hour (+), Noncumulative
    - 13 short-answer questions
  - 2nd Hour (-), Cumulative
    - 5 less-short-answer questions
  - 3<sup>rd</sup> Hour Free

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**Topics in Noncumulative Portion**

1. The Self
2. Social-Cognitive Neuroscience
3. Social Cognitive Development
4. Personality and Social Cognition

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### Final Examination

- Review Session Wednesday, December 9
  - 11:00 AM – 12:00 Noon
  - 390 Hearst Mining
  - Will be Webcast
- New Review Materials Posted by Friday
- Queries to Website Forum
  - Must be posted by 12:00 Noon, Friday, 12/11
  - No Queries via Personal E-Mail
- DSP Accommodations Soon

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### Personality as Individual Differences

- Psychodynamic Theories
  - Freud, Defense Against Infantile Sexuality
  - “Neo-Freudian” Theories
    - De-Sexualized
    - De-Biologized
  - Largely Anecdotal, “Data” Biased
- Trait Theories
  - “Big Five” Structure of Personality
  - Emphasis on Standardized Assessment
  - Coherence, Stability, Consistency, Predictability

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### Learning Theory and Personality

- Attribution to the Situation
  - Contingencies of Reinforcement
- Personality Acquired through History of Social Learning
  - De-emphasizes Genetics, Temperament
- Personality Changes through Continued Social Learning
- Personality Not Given Once and For All Time
  - Maintained through Learning
  - Changed through Learning

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### Background in Behaviorism

- Neobehaviorism
  - Empirical Observation of Behavior
  - Mental Events Mediating between Ss, Rs
    - Tolman: Expectancies
    - Hull: Drives
- Radical Behaviorism
  - S-R Connections through Reinforcement
  - No Reference to Mental Events

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### B.F. Skinner

*Science and Human Behavior (1953)*

- Human Behavior Under Stimulus Control
  - Source of Doctrine of Situationism
- Important Variables
  - Reinforcement History
  - Discriminative Stimuli
  - Contingencies of Reinforcement
- Sources of Complexity of Personality
  - Complexity of Stimulus Conditions
  - Complexity of Reinforcement History



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### *Social Behaviorism*

*Staats & Staats (1963, 1975)*

- Apply Principles of Learning
  - Personality
  - Motivation
  - Social Interaction
- Learning Theory as Unifying Principle



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 Behavior Therapy  

- Wolpe (1958): Systematic Desensitization
  - Based on Hullian Learning Theory
- Ayllon & Azrin (1968): Token Economy
  - Based on Skinnerian Functional Behaviorism

Association for the Advancement of Behavior Therapy (1966)

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The Cognitive Turn in Therapy

- Ellis (1967-1969): Rational-Emotive Therapy
  - Cognitive Construction/Control of Emotion
- Beck (1967, 1970): Cognitive Therapy
  - Alter Depressogenic Schemata



Association for Behavioral and Cognitive Therapies (2005)

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Classical Social Learning Theory  
Miller & Dollard (1941); Dollard & Miller (1950)

- Based on Hullian Learning Theory
  - Yale Institute of Human Relations
- Personality as System of Habits
  - Social Behaviors Acquired Through Learning
  - Learning Occurs in Social Context
- Translation of Freudian Theory
  - Drive
  - Anxiety
  - Analysis of Conflict
    - Approach-Approach/Approach-Avoidance

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### Social Learning Theory

Miller & Dollard (1941)



- Imitation as Acquired (Secondary) Drive
  - Necessary Component of Socialization
    - Conformity
    - Discipline
- Two Forms of Imitation
  - Matched-Dependent Behavior
    - No Awareness of Cues
  - Copying
    - Awareness of Cues

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### Elements of Classical Social Learning Theory

- Drives Activate Behavior
  - Innate (Biological)
  - Secondary (Acquired through Experience)
- Cues Determine Selection of Responses
- Responses Lead to Rewards
- Reward as Drive-Reduction
- Imitation
  - Matched-Dependent Behavior
  - Copying
- Animal Models of Human Behavior

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### Critique

- On the Positive Side
  - For the First Time, Personality Brought Under the Umbrella of General Psychological Theory
- On the Negative Side
  - Reliance on Animal Models
  - Reliance on Hull's Learning Theory

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### Rotter's Expectancy-Value Theory

*Social Learning and Clinical Psychology (1954)*

- Fusion of Hull and Tolman
  - Drives (Needs) and Expectancies



- Revised "Lewin's Grand Truism"

$$BP = f(E, RV)$$

- BP = Behavior Potential
- E = Expectancy of Reinforcement
- RV = Reinforcement Value

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### Departures from Behaviorism

- Reinforcement Defined Subjectively
- Reinforcement Contingencies Subjective
- Situation Defined in Psychological Terms
  - As Experienced by Individual
- Sources of Expectancies
  - Direct Experience of Reinforcement
  - Imitation and Observation

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### Basic Postulates and Corollaries

- 1 – "The unit of investigation for the study of personality is the interaction of the individual and his meaningful environment."
  - 1 – "The study of personality is the study of learned behavior... that changes with experience."
  - 2 – "Investigation of personality... is historical, for an analysis of behavior involves the investigation of the conditions preceding its appearance."

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### Basic Postulates and Corollaries

2 – Personality constructs are not dependent for explanation upon constructs in any other field (including physiology, biology, or neurology). Scientific constructs for one mode of description should be consistent with constructs in any other field of science, but no hierarchy of dependency exists among them.

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### Psychological Needs Motivating Behavior

- Recognition-Status
- Protection-Dependency
- Dominance
- Independence
- Love and Affection
- Physical Comfort

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### Expectations

- Locus of Control
  - *Perception* of Causal Relation Between Behavior and Reinforcement
    - Internal
    - External
  - I-E Scale
- Interpersonal Trust
  - Expectation that We Can Rely on Another Person's Promises
    - e.g., To Deliver Reinforcement
  - Interpersonal Trust Scale

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## Bandura's Social Learning Theory

Bandura & Walters (1963); Bandura (1971)

- Continuities with Behaviorism
  - Intermittent Schedules of Reinforcement
    - Fixed / Variable Interval
  - Beyond Positive Reinforcement
    - Negative Reinforcement
    - Punishment



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## Departures from Behaviorism

Bandura & Walters (1963); Bandura (1971)

- Reinterpretation of Imitation
  - Not Mere Secondary Drive
  - Observation More Important than Experience
- Self-Regulation > Environmental Control
- Explicit Theory of Social Learning
  - How Expectancies and Values are Acquired

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## Processes of Social Learning

Bandura (1977)

- Direct Experience
  - Learning by Response Consequences
- Vicarious Experience (Observation)
  - Conditioned Stimuli
  - Unconditioned Stimuli
  - Reinforcements
- Two Forms of Observational Learning
  - Example: Imitation, Modeling
  - Precept: Language, Sponsored Teaching

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### The "Bobo Doll" Experiment

Bandura et al. (1961)



- Nursery-School Children
- Adult Model
  - Aggressive
  - Non-Aggressive
  - Control
- Aggression During Free Play
  - Imitative: Physical and Verbal
  - Punching, Hitting with Mallet
  - Nonimitative Aggression, Gun-Play



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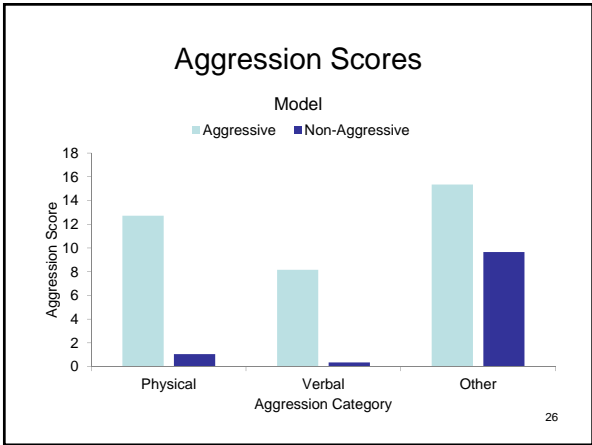
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### Cognitive Social Learning Theory

Bandura & Walters (1963); Bandura (1977)



- Expectations, Not Behavior
- Determinants of Behavior
  - Antecedent
    - Expectations Concerning Consequences
  - Consequent
    - Revised by Actual Experience
    - Reward and Punishment

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### The Role of the Self



- Self-Efficacy Expectations
  - Belief in Ability to Perform Behavior
    - Performance Accomplishments
    - Vicarious Experience
    - Verbal Persuasion
- Self-Reinforcement
  - Goal-Setting
- Self-Regulation
  - Standard-Setting           --Evaluation
  - Self-Monitoring           --Reinforcement

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### Mischel's Cognitive-Social Learning Reconceptualization of Personality

Mischel (1973)

- Critique of Trait Theory
  - Behavior Depends Greatly on Situation
    - As It Is *Perceived* by the Individual
- *Meaning* of Situation
  - Modified by Cognitive Transformations



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### Cognitive-Social Learning Person Variables

Mischel (1973, 1979, 1981)

- Construction Competencies
  - Cognitive, Behavioral
- Encoding Strategies
  - Selective Attention
- Expectancies
  - Stimulus-Outcome, Behavior-Outcome, Self-Efficacy
- Values (Subjective)
- Self-Regulatory Systems and Plans
  - Priority Rules, Stop Rules
- Personal Constructs



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### Jerome Bruner's Guide to Cognition

- The Purpose of Perception is Action
- The Perceiver Must Go Beyond the Information Given in the Stimulus
- Every Act of Perception Entails an Act of Categorization
  - Constructs are Concepts



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### Personal Construct Theory



- People as Naïve Scientists
- Hypotheses Based on Personal Constructs
- Constructive Alternativism

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### The Fundamental Postulate

Kelly (1955), p. 46



- "A person's processes are psychologically channelized by the ways in which he anticipates events."
- What's Missing
  - Traits
  - Motives
  - Learning

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### Construction Corollary

Kelly (1955), p. 50



- “A person anticipates events by construing their replications.”
- Construct
  - Core vs. Peripheral
  - Verbal vs. Preverbal

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### Individuality Corollary

Kelly (1955), p. 55



- “Persons differ from each other in their constructions of events.”
- *Personal Construct*
  - Core vs. Peripheral
  - Verbal vs. Preverbal

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### Organization Corollary

Kelly (1955), p. 56



- “Each person characteristically evolves, for his convenience in anticipating events, a construction system embracing ordinal relationships between constructs.”
- Hierarchy of Implications
  - Subordinate
  - Superordinate

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### Dichotomy Corollary

Kelly (1955), p. 59



- “A person’s construction system is composed of a finite number of dichotomous constructs.”
- Emergent vs. Contrasting Construct
- Submerged Contrasts

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### Choice Corollary

Kelly (1955), p. 64



- “A person chooses for himself that alternative in a dichotomized construct through which he anticipates the greater possibility for extension and definition of his system.”
- Cognitive Complexity
  - Support for Constructive Alternativism

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### Range Corollary

Kelly (1955), p. 68



- “A construct is convenient for the anticipation of a finite range of events only.”
- Range of Convenience
  - Superordinate
  - Subordinate

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**Experience Corollary**  
Kelly (1955), p. 72



- “A person’s construction system varies as he successively construes the replications of events.”
- Refine Through Experience
  - Add/Subtract Constructs
  - Refine Definitions
  - Widen/Narrow Range of Convenience

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**Modulation Corollary**  
Kelly (1955), p. 72



- “The variation in a person’s construction system is limited by the permeability of the constructs within whose ranges of convenience the variants lie.”
- Permeability
  - Core vs. Peripheral
  - Superordinate vs. Subordinate

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**Fragmentation Corollary**  
Kelly (1955), p. 83



- “A person may successively employ a variety of construction subsystems which are inferentially incompatible with each other.”
- Coherence (Internal Consistency)
  - Compatibility with Superordinate Construct
  - Balance, Cognitive Dissonance Theories

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### Commonality Corollary

Kelly (1955), p. 90



- “To the extent that one person employs a construction of experience which is similar to that employed by another, his psychological processes are similar to those of the other person.”
- Cognitive Similarity
  - Repertoire of Constructs
  - Poles of Constructs

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### Sociality Corollary

Kelly (1955), p. 95



- “To the extent that one person construes the construction processes of another, he may play a role in a social process involving the other person.”
- “Walk a Mile in the Other’s Shoes”

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### The Role-Construct Repertory Test

Kelly (1955)

- I – Instantiate Social Roles
  - Mother, Father, Brother, Sister, Spouse/Romantic Partner
  - Teacher You Liked / Disliked
  - Neighbor: With Whom You Get Along Well / Find Hard to Understand
  - Boy/Girl You Liked/Did Not Like When You Were in High School
- II – Generate Constructs
  - Select Three Roles
    - How Are Two Alike, Different from the Third?
  - Repeat for 15+ Triads
- (III – Indicate Every Role to Which Each Construct Applies)
- IV – Rate Every Role On Every Construct
- Multivariate Analysis Reveals Clusters

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“Rep Test” Illustration

EMERGENT POLE	CONSTRUCTS	IMPACT POLE
Don't believe in God	Very religious	
Some sort of education	Completed different education	
Not reliable	Confidence	
Self goals	It's my	
Parents	More different	
Dependent on others	Being unobtrusive at all	
Said the right thing	Said the wrong thing	
Believe in God	Must believe a lot	
Higher education	Top education	
Don't like other people	Like other people	
Some religious	Not religious	
Believe in higher education	Not believing in too much education	
More animals	Not animals	
Self goals	Not goals	
Self goals	Not goals	
Self have high morals	Low morals	
Hard work	Hard difficulty	
Some age	Difficult age	
Believe the same about me	Believe differently about me	
Self friends	Not friends	
More understanding	Less understanding	
Self approach music	Don't understand music	

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**The Cognitive-Affective Processing System**  
 Mischel & Shoda (1995); Shoda & Mischel (1998)  
 Mischel (2004)

- Two Kinds of Consistency
  - Type 1 -- Across Situations
    - Doctrine of Traits)
  - Type 2 -- Within Situations
    - Temporal Stability or *Consistent Variability*
- Characteristic Interpretation of Situations
  - Specific, Distinctive Patterns of Behavior
- “Dispositions are Situationally Hedged” (2004, p. 5)
  - *If Situation X Then Disposition Y*

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**The Cognitive-Affective Processing System**  
 Mischel & Shoda (1995); Shoda & Mischel (1998)  
 Mischel (2004)

- Personality as Production System
  - Network of *If-Then* Productions
- Cognitive-Affective Units (CAUs)
  - Representations of Self, Others, Situations
  - Goals, Expectations, Beliefs, Feelings
  - Memories of People, Past Events
- CAUs Activated by Situations
  - As *Perceived* by Individual
- Activation → Behavior

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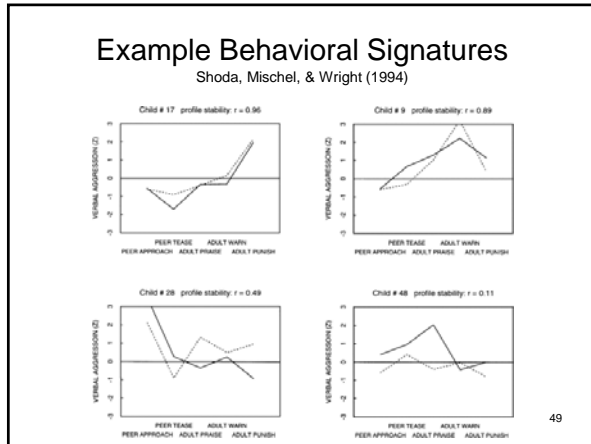
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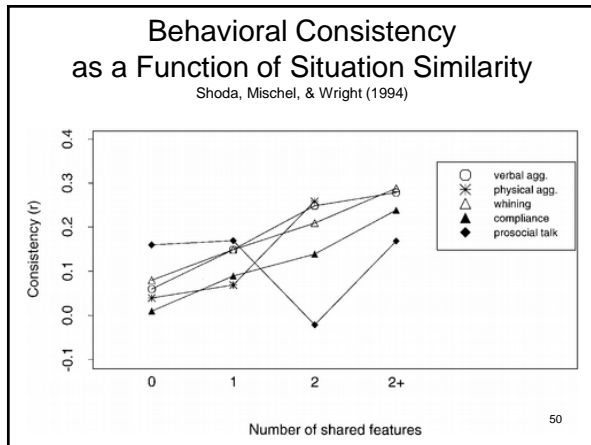
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### The Cognitive-Affective Processing System

Mischel & Shoda (1995); Shoda & Mischel (1998)  
Mischel (2004)



- Personality as Behavioral Signatures
- Activation of CAUs → Consistent Behavior
  - Type 2, Across Similar Situations
  - Type 1, Aggregate Levels Across All Situations
- Personality Types Share CAUs in Common
- Everything Depends on How Situation is Construed

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### Personality Reflects Social Intelligence

“By social intelligence is meant the ability to understand and manage men and women, boys and girls – to act wisely in human relations.”



E.L. Thorndike (1920)

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### Aspects of Social Intelligence

Vernon (1933)



- Ability to Get Along with People in General
- Social Technique or Ease in Society
- Knowledge of Social Matters
- Susceptibility to Stimuli from Other Members of a Group
- Insight into the Temporary Moods or Underlying Personality Traits of Strangers

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### Ability View of Social Intelligence

- Social Behavior is “Smart” or “Stupid”
- “Social IQ” Analogous to “Academic” IQ
  - Ability to Understand People
  - Ability to Manipulate People
  - Ability to Understand Self
  - Ability to Control Self

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### George Washington University Test of Social Intelligence

Moss & Hunt (1927)

- Judgment in Social Situations
- Memory for Names and Faces
- Observation of Human Behavior
- Recognition of Mental States
  - Behind Words
  - From Facial Expressions
- Social Information
- Sense of Humor

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### The Structure of Intelligence

- Spearman (1904): General Intelligence
  - Two-factor Theory
    - General Intelligence (*g*)
    - Specific Factors (*s<sub>n</sub>*)
- Thurstone (1941): Primary Mental Abilities
  - Factor Analysis
 

<ul style="list-style-type: none"> <li>•Number</li> <li>•Word Fluency</li> <li>•Verbal Meaning</li> <li>•Memory</li> </ul>	<ul style="list-style-type: none"> <li>•Reasoning</li> <li>•Space</li> <li>•Perceptual Speed</li> </ul>
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### The Structure of Intellect

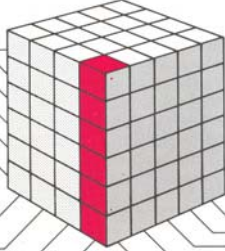
Guilford (1967), as revised

**Products**

- Units
- Classes
- Relations
- Systems
- Transformations
- Implications

**Contents**

- Figural
- Symbolic
- Semantic
- Behavioral



**Operations**

- Evaluation
- Convergent production
- Divergent production
- Memory
- Cognition

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**Social Intelligence  
in the Structure of Intelligence**  
Guilford (1967); O'Sullivan et al. (1965)

- Cognition of Behavioral Units
  - Identify Individuals' Internal Mental States
- Cognition of Behavioral Classes
  - Classify Mental States by Similarity
- Cognition of Behavioral Relations
  - Interpret Connections Among Actions
- Cognition of Behavioral Systems
  - Interpret Sequences of Social Behavior
- Cognition of Behavioral Transformations
  - Respond Flexibly to Changes in Social Behavior
- Cognition of Behavioral Implications
  - Predict Events in Interpersonal Situation



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**Emotional Intelligence**  
Salovey & Mayer (1990); Mayer et al. 2005, 2008

- Ability to Perceive Emotions
  - In Oneself and Others
- Ability to Use Emotions Adaptively
  - Thinking and Problem-Solving
- Ability to Understand Emotions
  - And the Relations Between Them
- Ability to Manage Emotions
  - In Oneself and Others

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**Brain Modules for Social Intelligence**  
Goleman (2006)

- Social Awareness
  - Primal Empathy
  - Empathic Accuracy
  - Attunement
  - Social Cognition
- Social Facility (Relationship Management)
  - Interaction Synchrony
  - Self-Presentation
  - Influence
  - Concern for Others



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### Discriminant Validity of Social and Emotional Intelligence

Landy (2006)

- Can Social Intelligence Be Measured?
  - Standardization
  - Reliability
  - Validity
  - Norms
- Is It Distinct from IQ?
  - Discriminant Validity
  - Utility



Is Social Intelligence  
“Just General  
Intelligence Applied to  
Social Situations”?

Wechsler (1958)

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### Knowledge View of Social Intelligence

Cantor & Kihlstrom (1987); Kihlstrom & Cantor (2000, 2010)

- Two Meanings of *Intelligence*
  - Ability to Learn and Reason
  - Body of Information and Knowledge
- Social Behavior is Intelligent
  - Mediated by Knowledge and Belief
  - Mediated by Cognitive Processes
- Individual Differences in Social Behavior Are the Product of Individual Differences in Social Knowledge



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### Social Cognition Defined

Bruner & Tagiuri (1954); Tagiuri (1969)



Placing the “Knowing of People”  
in the Wider Theoretical Context of  
How We Know the Environment Generally

- Cognition in Social Psychology
  - Persons as Dependent Variables
- Social Psychology of Cognition
  - Persons as Independent Variables

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**Quantitative Differences  
between  
Social and Nonsocial Cognition**

- Ambiguity
- Conflicting Cues
- Context Effects
- Role of Emotion, Motivation
- Social Cues
- Social Learning
- Social Interaction
  - “The Purpose of Perception is Action”

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**Qualitative Differences  
between  
Social and Nonsocial Cognition**

- Modularity
- Self as Object vs. Self as Subject
- Object as Sentient Being
  - Impression-Management
- Observer-Dependence
  - Social Reality as Cognitive Construction
    - Self-Fulfilling Prophecy
    - Interpersonal Expectancy Effects
  - Social Reality as Social Construction

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**Social Cognition /s Special**

- Cognition
  - Mind Forms, Transforms Mental Representations of the World
- Nonsocial Cognition
  - The Objects of Cognition Have an Existence That is Independent of the Mind
- Social Cognition
  - To Some Extent, at least, the Objects of Cognition Are Not Independent of the Mind

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**In Social Cognition,  
Belief Creates Reality**

- **Constructivism**
  - Constructs Mental Representations of World
- **Self-Fulfilling Prophecy**
  - Subjective Interpretations of Ambiguous Behavior, Situations
  - Action Creates Objective Conditions in World
- **Social Constructivism**
  - Create Objective Reality Through Shared Beliefs

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**Cognition, Reality and Two Sciences**  
Searle (1995, 2010)

- **Intrinsic Reality**
  - Observer-Independent Facts
  - Subject of Natural Sciences
- **Personal and Social Reality**
  - Observer-Relative Facts
  - Subject of the Social Sciences

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**Maybe**

- Social Cognition the first step toward cognitive social science
- Cognition not just a matter of the activities of individual minds trying to understand external reality
- Cognition also a matter of minds working together
- Trying to understand a reality that is partly the making of their own minds

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