

Chapter 1 : Control Theory - PSYCH Work Attitudes and Job Motivation - Confluence

Attitudes and Behavior Saul McLeod updated An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg, & Vaughan, p.).

One answer is that they are modelling the behaviour of their own parents, having learned how to parent in the course of being parented. Yet another major determinant of their behaviour lies in their general attitudes as well as specific beliefs, thoughts, and feelings that are activated during parenting: Subject Child-rearing attitudes are cognitions that predispose an individual to act either positively or negatively toward a child. Attitudes most frequently considered involve the degree of warmth and acceptance or coldness and rejection that exists in the parent-child relationship, as well as the extent to which parents are permissive or restrictive in the limits they set for their offspring. Researchers have also studied more situation-specific thoughts or schemas " filters through which parents interpret and react to events,, particularly ambiguous ones. These include cognitions such as beliefs about parenting abilities, expectations about what children are capable of or should be expected to do, and reasons why children have behaved in a particular way. Problems The influence of attitudes on parenting behaviours has been a favourite topic of investigation, with research suggesting that linkages are generally of a modest nature. For example, parents might endorse or value being warm and responsive to children, but have difficulty expressing those feelings when their child is misbehaving. As a result of this realization the study of parent cognitions has been widened to include more specific ways of thinking. Research Context The study of parent attitudes, belief systems, and thinking has taken place along with changing conceptions of child-rearing. These changes have emphasized the bidirectional nature of interactions, with children influencing parents as well as parents influencing children. Key Research Questions Which parental attitudes result in the best child outcomes? Recent Research Results A large body of research on attitudes indicates that parental warmth together with reasonable levels of control combine to produce positive child outcomes. Although not strong, as noted above, the results are consistent. Researchers have noted that what is seen to be a reasonable level of control varies as a function of sociocultural context. As an example, parents look for reasons why both they and their children act the way they do. These attributions can make parenting more efficient when they are accurate. These negative feelings distract parents from the task of parenting, and make it more difficult for them to react appropriately and effectively to the challenges of socialization. For example, Bugental and colleagues have studied mothers who believe their children have more power than they do in situations where events are not going well. They send confusing messages to their children, with the result that children stop paying attention to them as well as showing a decrease in cognitive ability. Similarly, mothers of infants who are low in self-efficacy, that is, do not believe they can parent effectively, give up on parenting when the task is challenging and become depressed. They are cold and disengaged in interactions with their babies. Mothers report higher endorsement of progressive parenting attitudes, encouraging their children to think and verbalize their own ideas and opinions, whereas fathers endorse a more authoritarian approach. Conclusions The study of parent cognitions, beliefs, thoughts, and feelings can expand our knowledge of child development. Child-rearing cognitions influence parents to act either positively or negatively towards their children. These beliefs have been considered good predictors of parenting behaviour because they indicate the emotional climate in which children and parents operate and the health of the relationship. When the thoughts are benign, they direct positive actions. When the thoughts are accurate they will usually lead to positive actions. When they are distorted and distressing, however, they distract parents from the task at hand as well as leading to negative emotions and attributions that ultimately impair effective parenting. But problems can also arise when parents engage in maladaptive thinking. Mothers at a higher risk of child abuse, for example, are more likely to attribute negative traits to children who demonstrate ambiguous behaviour, and see this behaviour as intentional. They found that mothers who participated in the program showed improvement in parenting cognitions, diminished levels of harsh parenting, and greater emotional availability. In turn, children, two years after their mothers participated in the program, displayed lower levels of aggressive behaviour as well as better cognitive skills than those whose

mothers had not undergone such cognitive retraining. Parental attitudes toward childrearing. Being and Becoming a Parent. Lawrence Erlbaum Associates; Handbook of dynamics in parent child relations. Rothbaum F, Trommsdorff G. Do roots and wings complement or oppose one another? The socialization of relatedness and autonomy in cultural context. Perceived parenting style and adolescent adjustment: Revisiting directions of effects and the role of parental knowledge. Cognitive representations of power in caregiving relationships: Biasing effects on interpersonal interaction and information processing. Bugental DB, Happaney K. Being and becoming a parent. Behavioral competence among mothers of infants in the first year: The mediational role of maternal self-efficacy. Trust in organismic development, autonomy support and adaptation among mothers and their children. Hastings P, Grusec JE. Conflict outcome as a function of parental accuracy in perceiving child cognitions and affect. Bernier A, Dozier M. Bridging the attachment transmission gap: The role of maternal mind-mindedness. Int J of Behav Dev. Mind-mindedness, parenting stress, and emotional availability in mothers of preschoolers. Early Child Res Q. Parenting attributions and attitudes in cross-cultural perspective. Child physical abuse risk moderates spontaneously inferred traits from ambiguous child behaviors. A cognitive approach to child abuse prevention. Outcomes of an early intervention. The mediating effects of cortisol levels. How to cite this article: Grusec JE, Danyliuk T. Tremblay RE, topic ed. Encyclopedia on Early Childhood Development [online]. Accessed November 9,

Chapter 2 : Dual process theory - Wikipedia

characteristics, attitude, subjective norm and perceived behavioral control in a hypothesized model that may influence nurse educators' intention to use instructional methods that promote critical thinking in this study referred to as evidence-based critical.

Attitude Definition of Attitude Generally, attitude is a behavior a person adopts toward other people, things, incidents, or happenings. It is the way a writer develops his characters, describes his stories and designs his narratives. His attitude explains the real nature of the characters and the story. The attitude of a writer can be serious as well as humorous. In certain cases, the attitude can be critical or witty. It is through the attitude readers come to know the feelings of a writer regarding his topic, subject or belief. As written works have a central idea or theme for the audiences, different writers approach themes with different attitudes and tone, which are developed by the choice of words and style. The two examples given below discuss the same subject matter; however, the first demonstrates an informal and casual attitude, while the second example discusses the same theme in a highly formal attitude. Why do they not control the epidemic? It is eating up lives like a monster. It always ends up making you blue as hell. It is easy to understand the nature and real personality of the character through these statements. Most of the remarks are quite sarcastic, as Holden talks about real things in criticizing manner. That is why this shows the attitude of D. They were orange trees. We complained about it. All these kids looking at these little brown sticks, it was depressing. Trees symbolize life in these lines, and their death, which has been unexpected, colors the passage with gloomy and negative shades. This is the attitude of the writer as well. Two roads diverged in a wood, and I, I took the one less traveled by, And that has made all the difference. **Function of Attitude** The function of attitude is to give a certain shape and form to a piece of writing. While reading it, the attitude helps the reader to treat it in a specific way. The attitude makes the readers feel in a particular way about the topic the author wants him to feel. It is attitude, which stimulates the feelings of seriousness, comedy or distress while going through a piece of literature.

Chapter 3 : How the Behavior of Company Managers Can Affect the Behaviors of Their Subordinates | cale

Shauna Shapiro explains what she sees as the three core components to mindfulness: intention, attention, and attitude.

Presidents, members of Congress, and even the Supreme Court must take account of public opinion in their efforts to govern and to make and implement policy. As the standard by which we judge the strength of American democracy, public opinion—its origins, its development, and its influence—is a key concern of modern political science. Operating at both the individual level and the collective level, public preferences are quite complex. Understanding the origins of public opinion, the state of contemporary public knowledge about politics, and the ways that political elites shape and measure public opinion are the key aims of this chapter.

What Is Public Opinion? What is public opinion? How is it expressed? What are the most common topics on which people hold political opinions? To what extent is the character of American public opinion best described as consensus-oriented or as evidence of polarization? Preferences reflect what people want and are characterized by their intensity; beliefs reflect what people know and how they understand the world. Preferences and beliefs are expressed indirectly, in response to choices that are offered. There are areas of commonality, or consensus, within American public opinion, including consensus on the legitimacy of the government, equality of opportunity, liberty, and democracy. Still, there are many areas in which the public disagrees on political matters and people express their divergent opinions through private communications to officeholders, public writings and statements, and the vote. Public opinion exists on a variety of political topics, including the following examples:

Origins of Public Opinion From where do Americans get their opinions about politics? What are the most common sources of political socialization and how do they shed light on the differences in opinion that occupy American politics? What is the role of political ideology in organizing the political opinions Americans hold? Preferences are formed socially, as the product of various agents and processes known as political socialization. There are numerous agents of socialization. The family is an important agent of socialization; children often though by no means always absorb political preferences from their parents. Education, often a great equalizer and source of common values, also produces political differences, as disparities in educational attainment are strongly associated, for example, with differences in political participation. Involuntary social groups e. Patterns of differing opinions based on race, ethnicity, religious denomination, and gender emerge repeatedly in surveys. Changing political conditions associated with generational differences and when individuals are first recruited into political involvement can alter political attitudes and behavior. Liberals tend to support political and social reform; extensive governmental intervention in the economy; federal social services; greater efforts on behalf of the poor, minorities, and women; environmental concerns; and consumer rights. Conservatives tend to support the social and economic status quo; many support smaller government, oppose regulation of business, oppose abortion, support school prayer, and advocate the maintenance of American military power.

Public Opinion and Political Knowledge What is the state of political attentiveness and political knowledge among American citizens? What are the consequences of the current state of political knowledge in America? **Political Leaders, Private Groups, and the Media** What are the primary forces that seek to manipulate, influence, and otherwise shape public opinion? How do these forces go about shaping opinion? What is the nature of their influence? Although they differ in terms of precisely how they approach changing public opinion, all recent presidents have made use of election campaign-type polling to gauge and shape public opinion. Political, business, and public interest groups are opinion leaders who look to shape public opinion on individual issues and promote ideological causes. Communications media are among the most powerful forces operating in the marketplace of ideas. The mass media can be thought of as mediators between political elites, on the one hand, and the people, on the other. Still, these are mediators with effect: **Measuring Public Opinion** What are the effects of measuring public opinion through polls? What are the techniques pollsters employ? How might those techniques sometimes lead to errors in measurement or to outright changes in public opinion?

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Knowledge, attitudes and practices (KAPs) regarding HIV/AIDS is one of the corner stones in the fight against the disease. Youths are most vulnerable to infection because they engage in risky practices due to a lack of adequate information. Thus, evaluating their KAPs will help in designing.

So what options do you have left? Change your perception, belief or opinion about your circumstances. The Greek philosopher Epictetus said it perfectly more than 2, years ago: When we are hindered, or disturbed, or grieved, let us never attribute it to others, but to ourselves; that is, to our own principles and opinions. American psychologist Albert Ellis, famous for developing rational emotive behavior therapy REBT , has proven that how people react to events is determined predominantly by their view of the events, not the events themselves. Have no clue how to change your perception of things “ and improve your attitude? Here are seven easy ways to start: This makes room for a change of state, for something new to enter. So give yourself a break. Yes, you have battles out in the world to fight, insecurities to overcome, loved ones to contend with and goals to achieve, but a break from it all is necessary. You must refill your bucket on a regular basis. That means catching your breath, finding quiet solitude, focusing your attention inward, and otherwise making time for recovery from the chaos of your routine. Focus on the next logical, meaningful step. There are no hopeless situations; there are only people who have grown hopeless about them. So keep your hope alive through positive awareness. Spend your energy moving forward. Change your thoughts and you change your reality. Our thoughts are the makers of our moods, the inventors of our dreams, and the creators of our will. Read *The Power of Intention*. Surrender your worries and embrace acceptance. Peace can be found within you at any place and at any time. It happens when you let go of the need to be anywhere but where you are , physically and emotionally. This acceptance of the way things are creates the foundation for inner harmony. The need for something to be different in this moment is nothing more than a worry, and worries simply lead you in circles. Remember, the same part of you that longs for peace is the part of you that experiences peace. It is not complicated to achieve and is as close as your next thought. Be thankful for what is, and also be thankful for what has not yet come to you. For that means there are still many possibilities available. You are always just a fraction of the whole. Life will always be incomplete and a bit asymmetrical. Realize this and embrace it. Be happy and sad at the same time, be hungry and thankful at the same time, be nervous and excited at the same time, and be OK with it. Reframe your struggles as growing pains. Circumstances will direct you, correct you, and perfect you over time. Sometimes these circumstances knock you down, hard. There will be times when it seems like everything that could possibly go wrong is going wrong. When you feel like quitting, remember that sometimes things have to go very wrong before they can be right. Sometimes you have to go through the worst, to arrive at your best. Because our most significant opportunities are often found in times of great difficulty. Thus, you will face your greatest opposition when you are closest to your biggest miracle. Look for the beginning in every ending. Closing the door, turning the page, moving on, etc. When all else fails, use your body. Likewise your body mirrors your thoughts, feelings, mood, and responds to your state of mind, the questions you ask and the words you speak. So if the mind and body are intrinsically connected “ meaning that one has a direct affect on the other “ it becomes clear that if we directly and consciously take control of one, it will influence and transform the other. So by mindfully adjusting how you use your body you can directly influence your state of mind, and dramatically transform your attitude. Go ahead and do this right now to experience how it influences your state of mind. And then do the opposite: Take some deep, strong breaths and stretch your arms into the air. Notice how you feel better? Take the vehicle your creator has given you and use it! Your body is the best tool for changing your attitude in an instant. But if you allow those thoughts to dwell in your mind, they will succeed in robbing you of peace, joy, and ultimately your life. You will think yourself into a nervous breakdown, into depression, and into defeat. You can decide how you spend your time, whom you socialize with, whom you share your life, money and energy with. You can pick your words and the tone of voice in which you speak to others. You can select what you will eat, read and study every day. Your turn! How about you? What helps you change your attitude from negative to positive when life gets

stressful and painful? Leave a comment below and share your thoughts and insights.

Chapter 5 : Attitude - Examples and Definition of Attitude

perceived behavioral control on consumers' purchase intentions will be different when consumers possess different levels of product knowledge (subjective and objective) and attention to social comparison information (ATSCI).

Difficult to measure with tests. Neurological capacity is largely fixed, but can be practiced to better use that capacity. Neurological capacity IQ is largely fixed, but can be studied and exercised to better use that capacity. Deficient in intellectual disability mental retardation. Disrupted by brain injury, mental illness, and various drugs. May be enhanced by certain drugs. In very rare cases, System 1 can be enhanced by brain injury, within a narrow domain, due to reduced neural inhibition acquired savant syndrome. The following require Systems 1 and 2 working in concert: System 1[edit] Bargh reconceptualized the notion of an automatic process by breaking down the term "automatic" into four components: One way for a process to be labeled as automatic is for the person to be unaware of it. There are three ways in which a person may be unaware of a mental process: Another way for a mental process to be labeled as automatic is for it to be unintentional. Intentionality refers to the conscious "start up" of a process. An automatic process may begin without the person consciously willing it to start. The third component of automaticity is efficiency. Efficiency refers to the amount of cognitive resources required for a process. An automatic process is efficient because it requires few resources. An automatic process is uncontrollable, meaning that the process will run until completion and the person will not be able to stop it. Bargh conceptualizes automaticity as a component view any combination awareness, intention, efficiency, and control as opposed to the historical concept of automaticity as an all-or-none dichotomy. It is also known as the explicit system, the rule-based system, the rational system, [12] or the analytic system. It is domain-general, performed in the central working memory system. Because of this, it has a limited capacity and is slower than System 1 which correlates it with general intelligence. It is known as the rational system because it reasons according to logical standards. According to Neuberg and Fiske a perceiver who receives a good amount of information about the target person then will use their formal mental category Unconscious as a basis for judging the person. When the perceiver is distracted, the perceiver has to pay more attention to target information Conscious. Attitude can also be activated spontaneously by the object. According to Shelly Chaiken , heuristic processing is the activation and application of judgmental rules and heuristics are presumed to be learned and stored in memory. It is used when people are making accessible decisions such as "experts are always right" system 1 and systematic processing is inactive when individuals make effortful scrutiny of all the relevant information which requires cognitive thinking system 2. Unconscious thought theory is the counterintuitive and contested view that the unconscious mind is adapted to highly complex decision making. Where most dual system models define complex reasoning as the domain of effortful conscious thought, UTT argues complex issues are best dealt with unconsciously. Stereotyping[edit] Dual process models of stereotyping propose that when we perceive an individual, salient stereotypes pertaining to them are activated automatically. These activated representations will then guide behavior if no other motivation or cognition take place. However, controlled cognitive processes can inhibit the use of stereotypes when there is motivation and cognitive resources to do so. Devine provided evidence for the dual process theory of stereotyping in a series of three studies. Study 1 linked found prejudice according to the Modern Racism Scale was unrelated to knowledge of cultural stereotypes of African Americans. Study 2 showed that subjects used automatically-activated stereotypes in judgments regardless of prejudice level personal belief. Participants were primed with stereotype relevant or non-relevant words and then asked to give hostility ratings of a target with an unspecified race who was performing ambiguously hostile behaviors. Regardless of prejudice level, participants who were primed with more stereotype-relevant words gave higher hostility ratings to the ambiguous target. Study 3 investigated whether people can control stereotype use by activating personal beliefs. Low-prejudice participants asked to list African Americans listed more positive examples than did those high in prejudice. Distal defenses Deal with subconscious, abstract ideas of death Deal with conscious thoughts of death at the level of a specific threat Experiential Occur when mortality is not salient Occur immediately after direct reminder or threat of mortality Occur in response to subliminal

reminders of death Does not occur after subliminal reminders of death Operate by self-conception as a part of a death-transcendent reality i. Operate by pushing thoughts of death into the distant future and removing them from conscious thought Dual process and habituation[edit] Habituation can be described as decreased response to a repeated stimulus. According to Groves and Thompson, the process of habituation also mimics a dual process. The dual process theory of behavioral habituation relies on two underlying non-behavioral processes; depression and facilitation with the relative strength of one over the other determining whether or not habituation or sensitization is seen in the behavior. Habituation weakens the intensity of a repeated stimulus over time subconsciously. As a result, a person will give the stimulus less conscious attention over time. Conversely, sensitization subconsciously strengthens a stimulus over time, giving the stimulus more conscious attention. Though these two systems are not both conscious, they interact to help people understand their surroundings by strengthening some stimuli and diminishing others. In large-scale repeated studies with school students, Walker tested how students adjusted their imagined self-operation in different curriculum subjects of maths, science and English. He showed that students consistently adjust the biases of their heuristic self-representation to specific states for the different curriculum subjects. Evidence for early-stage concept formation and future self-operation within the hippocampus supports the model,. By contrast, fast unconscious automaticity is constituted by unregulated simulatory biases, which induce errors in subsequent algorithmic processes. An example of this is someone who as a student is hard working and intelligent, but as a sibling is caring and supportive. Given that there are two decision processes with differing goals one is more likely to be more useful in particular situations. For example, a person is presented with a decision involving a selfish but rational motive and a social motive. Depending on the individual one of the motives will be more appealing than the other, but depending on the situation the preference for one motive or the other may change. Using the dual-process theory it is important to consider whether one motive is more automatic than the other, and in this particular case the automaticity would depend on the individual and their experiences. A selfish person may choose the selfish motive with more automaticity than a non-selfish person, and yet a controlled process may still outweigh this based on external factors such as the situation, monetary gains, or societal pressure. Although there is likely to be a stable preference for which motive one will select based on the individual it is important to remember that external factors will influence the decision. Dual process theory also provides a different source of behavioral heterogeneity in economics. It is mostly assumed within economics that this heterogeneity comes from differences in taste and rationality, while dual process theory indicates necessary considerations of which processes are automated and how these different processes may interact within decision making. Studies on belief-bias effect were first designed by Jonathan Evans to create a conflict between logical reasoning and prior knowledge about the truth of conclusions. The results suggest when the conclusion is believable, people erroneously accept invalid conclusions as valid more often than invalid arguments are accepted which support unpalatable conclusions. This is taken to suggest that System 1 beliefs are interfering with the logic of System 2. This was done by burdening executive processes with secondary tasks. Results showed that when System 1 triggered the correct response, the distractor task had no effect on the production of a correct answer which supports the fact that System 1 is automatic and works independently of working memory, but when belief-bias was present System 1 belief-based response was different from the logically correct System 2 response the participants performance was impeded by the decreased availability of working memory. This falls in accordance with the knowledge about System 1 and System 2 of the dual-process accounts of reasoning because System 1 was shown to work independent of working memory, and System 2 was impeded due to a lack of working memory space so System 1 took over which resulted in a belief-bias. Vinod Goel and others produced neuropsychological evidence for dual-process accounts of reasoning using fMRI [30] studies. They provided evidence that anatomically distinct parts of the brain were responsible for the two different kinds of reasoning. They found that content-based reasoning caused left temporal hemisphere activation whereas abstract formal problem reasoning activated the parietal system. They concluded that different kinds of reasoning, depending on the semantic content, activated one of two different systems in the brain. The prefrontal cortex was critical in detecting and resolving conflicts, which are characteristic of System 2, and had already been associated with that System 2. The ventral medial prefrontal

cortex, known to be associated with the more intuitive or heuristic responses of System 1, was the area in competition with the prefrontal cortex. They examined the neural correlates on the inferior frontal cortex IFC activity in belief-bias reasoning using near-infrared spectroscopy NIRS. Subjects performed a syllogistic reasoning task, using congruent and incongruent syllogisms, while attending to an attention-demanding secondary task. The interest of the researchers was in how the secondary-tasks changed the activity of the IFC during congruent and incongruent reasoning processes. The results showed that the participants performed better in the congruent test than in the incongruent test evidence for belief bias ; the high demand secondary test impaired the incongruent reasoning more than it impaired the congruent reasoning. Participants with enhanced right IFC activity performed better on the incongruent reasoning than those with decreased right IFC activity. This study provided some evidence to enhance the fMRI results that the right IFC, specifically, is critical in resolving conflicting reasoning, but that it is also attention-demanding; its effectiveness decreases with loss of attention. The loss of effectiveness in System 2 following loss of attention makes the automatic heuristic System 1 take over, which results in belief bias. It mostly affects problems with abstract content. The Wason selection task provides evidence for the matching bias. If you introduce a negative component into the conditional statement of the Wason Selection Task, e. Changing the test to be a test of following rules rather than truth and falsity is another condition where the participants will ignore the logic because they will simply follow the rule, e. Pre-test results showed activation in locations along the ventral pathway and post-test results showed activation around the ventro-medial prefrontal cortex and anterior cingulate. Mithen theorizes that the increase in cognitive ability occurred 50,000 years ago when representational art, imagery, and the design of tools and artefacts are first documented. She hypothesizes that this change was due to the adaptation of System 2. They claim that the mind is modular, and domain-specific, thus they disagree with the theory of the general reasoning ability of System 2. They have difficulty agreeing that there are two distinct ways of reasoning and that one is evolutionarily old, and the other is new. But according to Evans [37] it has adapted itself from the old, logicist paradigm, to the new theories that apply to other kinds of reasoning as well. And the theory seems more influential now than in the past which is questionable. Evans outlined 5 "fallacies": All dual-process theories are essentially the same. There is a tendency to assume all theories that propose two modes or styles of thinking are related and so they end up all lumped under the umbrella term of "dual-process theories". There are just two systems underlying System 1 and System 2 processing. Hence the change to theorizing that processing is done in two minds that have different evolutionary histories and that each have multiple sub-systems. System 1 processes are responsible for cognitive biases; System 2 processes are responsible for normatively correct responding. Both System 1 and System 2 processing can lead to normative answers and both can involve cognitive biases. System 1 processing is contextualised while System 2 processing is abstract.

Chapter 6 : 7 Ways to Change Your Attitude When You Can't Change Anything Else

A study asked a sample of married women for their attitudes on birth control pills, ranging from the general (their attitudes towards birth control) to the specific (their attitude toward using bc during the next two years).

Early views on attention 19th-century roots Psychologists began to study attention in the latter part of the 19th century. Before this time, philosophers had typically considered attention within the context of apperception the mechanism by which new ideas became associated with existing ideas. He suggested that attention determines what will and will not be apperceived. The term apperception was still employed in the 19th century by Wilhelm Wundt , one of the founders of modern psychology. Wundt, however, was among the first to point out the distinction between the focal and more general features of human awareness. He wrote of the wide field of awareness which he called the *Blickfeld* within which lay the more limited focus of attention the *Blickpunkt*. He suggested that the range of the *Blickpunkt* was about six items or groups. He also speculated that attention is a function of the frontal lobes of the brain. One of the most influential psychologists at the turn of the century was William James. In his major work, *The Principles of Psychology* , he says: Every one knows what attention is. It is the taking possession by the mind , in clear and vivid form, of one out of what seem several simultaneously possible objects or trains of thought. Focalization, concentration, of consciousness are of its essence. It implies withdrawal from some things in order to deal effectively with others. James held that attention made humans perceive, conceive, distinguish, and remember more effectively and sped their reactions. In another prominent psychologist, W. Pillsbury, suggested three methods for measuring attention. The first relied upon tests that measured attention through performance of a task judged to require a high degree of attention; the second measured diminished attention through decreased performance; and the third gauged the strength of attention by the stimulus level required to distract the individual. As the 20th century progressed, psychology and the study of behaviour were subject to new influences that had far-reaching consequences for notions of attention. One such area of influence originated in the work of Russian physiologist Ivan Petrovich Pavlov , who reported what is now usually referred to as the orienting response. In dogs and other animals this includes such signs of attention as pricked-up ears, head turned toward the stimulus, increased muscular tension, and physiological changes detectable with instruments. Many psychologists came to regard the conditioned reflex an involuntary response conditioned by reward as the basic building block of all human learning. The influence of behaviourism During this period the development of the psychological school of behaviourism marginalized the study of attention. Watson , was interested primarily in stimulus-€”response relations. Attention seemed an unnecessary concept in a system of this kind, which rejected mentalistic notions, such as volition, free will , introspection, and consciousness. If used at all, the term attention was operationally defined in terms of discriminative responses to external stimuli. Ultimately, however, it became apparent that behaviourism failed to explain situations in which multiple stimuli compete with one another for attention. This led to a new emphasis on notions of attitude and expectancy and to a renewed interest in attention. Relation to information theory Interest in attention revived in the s, when engineers and psychologists became involved in problems of man-machine interaction in various military contexts. Faced with this new range of problems, such as helping soldiers stay alert when they were watching radar systems, applied psychologists found no help in existing academic theories and sought a new communications theory. As the occupational psychologist D. Paradoxical as it may seem, attention appears to depend on both the unexpectedness of events and on their familiar association. Information theory suggests that the significance of any event can only be estimated in terms of what else might have happened; hence, its tendency to attract attention is considered a function of its statistical improbability. The degree of novelty, which is estimated according to the number of times an event has been experienced previously, provides a measure of its surprise value. Thus an event that has never been experienced before has a high surprise value and should attract attention, even if it lacks any specific associations or consequences. The attempts to apply information theory to a diversity of psychological problems met in the end with limited success. Nevertheless, the view of the human brain as an information

processor, a type of computer, was becoming more prevalent, and the notion that one might be able to quantify the gain or flow of information proved attractive. Information itself was defined as that which reduces or removes uncertainty. The process of removing uncertainty was seen as a series of binary yes or no choices. The unit of information that expressed this primitive choice between two alternatives, or halving the residual uncertainty, was called the bit short for the term binary digit. In the terms of this theory, humans are seen as a communication channel, through which information is transmitted at the rate of so many bits per second. Attempts were made to measure the capacity of this communication channel in many areas of human activity, but the experimental results were found to be too inconsistent to be useful. Cognitive psychologists ultimately abandoned information theory, recognizing the incalculable effect of past experience on the information carried by any bit.

Aspects of attention

Selective attention Is an individual able to attend to more than one thing at a time? There is little dispute that human beings and other animals selectively attend to some of the information available to them at the expense of the remainder. One reason advanced for this is the limited capacity of the brain, which cannot process all available information simultaneously, yet everyday experience shows that people are able to do several things at the same time. When driving an automobile, they can apparently watch the road, turn the steering wheel, change gears, and apply the brakes simultaneously if necessary. This is not to say, however, that people attend to all these activities simultaneously. It may be that only one of them, such as the road or its traffic, is at the forefront of awareness, while the others are dealt with relatively automatically. Another kind of evidence indicates that when two stimuli are presented at the same time, often only one is perceived while the other is completely ignored. In those instances when both are perceived, the responses made to them tend to be in succession, not together. Views differed as to where the bottleneck occurred. One of the most influential of the psychological models of selective attention was that put forward by Broadbent in Part of the lower-priority information held in the buffer will fail to pass this stage before the time limit on the buffer expires. Items lost in this way have no further effect on behaviour. The original theory held that signals from only one source at a time could proceed. Subsequent work cast doubt on this explanation, and it was later modified by Anne Treisman, to suggest that the filter does not completely block, but simply attenuates, the nonattended signals. With the notion of attenuation, rather than exclusion, of nonattended signals came the idea of the establishment of thresholds. Thus threshold sensitivity might be set quite low for certain priority classes of stimuli, which, even when basically unattended and hence attenuated, may nevertheless be capable of activating the perceptual systems. This latter example demonstrates how processing at some level occurs even in sleep. Before attention can be said to be deployed on the activating event, however, the brain must return to a state of wakefulness. Some theorists have considered that there is no real need to postulate an early filter at all. They suggest that all signals reach central brain structures, which are, according to current circumstances, weighted to take account of particular properties. Among the concurrently active structures, that with the highest weighting gains awareness and is most directly responded to. Some critics of the above theories consider that they overemphasize the serial elements in attention. Apart from the everyday instances of tasks performed in parallel, as in the example of driving, they point to experimental evidence for highly demanding combinations of concurrent activities. More recently it has been shown that some music students can sight read and play piano music while at the same time repeating aloud a prose passage. Of course it can still be held that, when two such tasks are being performed together, one of them is being done automatically and essentially without direct attention. An alternative explanation might be that attention alternates between them in a rapid, and frequently imperceptible, way. An analogous situation occurs when many users access a mainframe computer simultaneously. In practice, the computer is servicing their demands in very rapid alternation, yet each user remains relatively unaware that the interactive process is not absolutely continuous. The intensity of attention

These theories have been criticized for dealing with only the passive aspects of attention—certainly there is more to attention than mere selection. Such critics point out that there is also the question of the degree or intensity with which attention is applied to a particular task or situation. The topic of arousal is discussed later; for the present it is sufficient to note that the level of arousal can be determined by the demands of the task or activity in which the individual is engaged or by internal states; these are sometimes manifested as instinctive drives and frequently accompanied by high

emotions, ranging from keen excitement to unpleasant stress. In the case of some drive states, the high arousal may be directed to the satisfaction of a particular need. The consequences for attention can be the allocation of a high priority, or weighting, to all stimuli that relate to satisfaction of the need. By contrast, the level of arousal associated with a particular task varies from moment to moment as the task demands change; in other words, it is very much dependent upon overall stimulus load. One of the consequences of high-demand tasks is that spare capacity decreases. At full load, virtually all attention must be concentrated on the main task, leaving little attention available for perceptual monitoring of the surroundings. In recent years the direction of attention in response to task demands has often been spoken of in terms of the deployment of mental effort. The implication is that the intensive aspects of attention correspond to effort rather than just wakefulness. Effort, like arousal, is subject to task demands and available capacity. It is regarded as being mobilized in response to such demands, although the degree of voluntary control of effort is limited. Effort is not simply to be equated with the amount of work required by a task. Much mental activity takes place without the investment of a large amount of conscious effort. One of the most influential was that advanced by the American psychologists Richard M. Shiffrin and Walter Schneider in on the basis of experiments involving visual search. Their theory of detection, search, and attention distinguishes between two modes of processing information: Controlled search is highly demanding of attentional capacity and is usually serial in nature. It is strongly dependent on the stimulus load. It has been suggested that it uses short-term memory. By contrast, automatic detection, or automatic processing, operates in long-term memory and is dependent upon extensive learning. It comes into operation without active control or attention by the individual, it is difficult to alter or suppress, and it is virtually unaffected by load. The vast subject of memory is beyond the scope of this survey of attention, but a few pointers to the interactions that take place between what is attended to, how it is perceived and recognized, and factors that govern its subsequent recall are relevant. Memorizing is not simply a matter of repetition; attention plays a role in organizing material in ways that can influence its later recall. One example, known as the Von Restorff effect, is that, in any given number of items to be learned, an item that is notably different from the rest in size, colour, or other basic characteristics will be more readily recalled than the others. It is also important to realize that what is actually perceived is not a neutral, objective representation of what exists in the external world. It is coloured by past experiences and current expectations, to the extent that substantial distortions can occur to make a perceived item fit those experiences and expectations. Perceptions are frequently formed on the basis of quite limited cues; the art of camouflage utilizes this characteristic to the benefit of both humans and other animals in certain situations.

Chapter 7 : Thinking Skills Vocabulary and Definitions

To understand a child's development of gender attitudes and roles, behaviorists stress: reinforcement and punishment. According to Freud's psychoanalytic theory, little boys cope with the guilt of wanting to kill their fathers by.

Received Jun 13; Accepted Aug This article has been cited by other articles in PMC. Youths are most vulnerable to infection because they engage in risky practices due to a lack of adequate information. Thus, evaluating their KAPs will help in designing appropriate prevention strategies. Participants were drawn from one secondary school in each of the four health districts in Fako. Data were analyzed using SPSS version Sources of information varied, the most common being sex education in school. The majority of participants demonstrated an adequate understanding of HIV transmission and prevention. However, misconceptions about routes of transmission were observed in 3. Up to About half of the respondents had negative views about HIV infected people. Students with medium Having adequate knowledge did not imply engaging in safe practices. Electronic supplementary material The online version of this article doi: The disease continues to affect millions of people irrespective of age or sex. Estimates show that globally at the end of , 35 million The youth are much more prone to HIV infection as well as other sexually transmitted infections as a result of a lack of correct health information, engagement in risky behaviors, economic exploitation, regional and national conflicts and a lack of access to adequate reproductive health services [4]. Every day young people in the world become infected with HIV, which translates into almost 2million new infections per year [5]. Although recent reports are indicating a decline in prevalence from 5. Prevalence rates vary from one region of the country to another, and the South West region ranks 4th [11]. HIV transmission in Cameroon is primarily heterosexual, and women are more vulnerable, with infected women for every infected men [12]. The youth are among the population at risk for contracting the infection as they engage in unsafe practices [13 , 14]. The prevalence is highest in the 15â€”24 year age group with females being more affected than males [9]. Being that the youth are the future leaders and work force of the country, interventions targeted at the young people before they are sexually active could prevent new HIV infections and enable Cameroon to achieve its AIDS targets. Stigmatizing attitudes have been shown to be strongly associated with misconceptions on HIV transmission and are negative attitudes towards people living with HIV [15]. An assessment of KAPs among any population is highly necessary in planning the management and prevention of HIV, and as baseline to evaluate the success of prevention strategies. Despite their engagement in risky behaviors the majority of youths do not perceive themselves to be at risk of contracting the infection [21]. Still, other studies [22] have documented positive changes in condom usage among youth in two major cities in Cameroon, as a consequence of a youth focused intervention program. In Cameroon like in many developing countries, HIV prevalence is higher in urban than in rural areas with the youth contributing to the high prevalence. Information on KAPs regarding HIV is scarce in Fako Division, despite the fact that it is the most urbanized and cosmopolitan division in the South West region of Cameroon, with an increasing youth population due to increased job opportunities and educational institutions. Studies involving youths in some parts of Fako have focused on other aspects relating to HIV. Tarkang [23] reported high risky behaviors among female high school students with early sexual debut in Limbe. Perceived barriers to condom use, perceived condom use, self-efficacy and socio-demographic variables were the most important correlates of consistent condom use in this study population [24]. In Buea, Nkuo-Akenji et al. Information on KAP among secondary school students is important in designing intervention strategies to protect them from infection. This is very necessary and prepares them for the university when they leave home and are no longer under parental guidance, and may take wrong decisions on sex due to poor knowledge, increasing their risk of infection. Fako Division is located at Latitude 4. Of the six divisions in the South West region, Fako is the only one with several urban and semi-urban towns. It has many social and economic amenities and political institutions which in addition to its location in the coastal area of Cameroon have contributed to its increasing population, the majority of who are the youths. This study was a cross-sectional descriptive study carried out from April to June One secondary school was selected from each of the health districts in Fako. The names of schools in

each health district were written on pieces of paper, mixed, and one was picked at random. From the selected schools respondents were recruited from senior classes: Form Five 11th year of studies, on average 13¹⁷ year-old, Lower and Upper Six after they signed an informed consent form. Students were selected by systematic quota random sampling technique. Participation of the students was voluntary. All volunteers were moved into a separate hall. Participants were randomly selected from those who fell within our desired age subgroup. Questionnaires were pre-tested on students from schools not selected for this study. There is no existing data on KAPs among secondary school students in Fako. After the desired number of students was obtained we stopped distribution of questionnaires to volunteers. Our point of contact was on school campuses during school hours and lecture periods. During this time only students were present on campuses thus asking their parents to be present during the survey or going to their various houses or job sites to obtain consent was not feasible considering the diversity of the student population and the different locations of their parents or legal guardians. The consideration at this point was that during school hours and lecture periods anything that happened or was happening to the students was under the control of the school administration and thus authorization to participate in the survey was obtained from the school administration after they went through the questionnaire to be administered to students. This was deemed appropriate by the Institutional Review Board and ethical clearance to conduct the study was granted. Information provided by the participants was anonymous and was kept confidential. The questionnaire was divided into four sections. Section I focused on the socio-demographic characteristics of the respondents. Section II contained determinant indicators risk factors and protective factors items which are knowledge-related items. Finally, Section IV comprised questions about sexual behavioral practices. For the attitude questions, a score of 1 was assigned to a positive answer and 0 for negative answers. The scores were then summed up to obtain an overall score for each participant. With practice data not being normally distributed, the median was used as the cut-off point. Both qualitative and quantitative data were collected. Quantitative variables were summarized by median and interquartile range IQR , or by mean and standard deviation SD. For qualitative variables the number and percentage of subjects in each category were given. For demographic comparisons, the ANOVA test was done to determine if there was a variation of KAP between males and females of in the study population. The respondents were further grouped into three sub age groups, 13¹⁶, 17²⁰, and 21²⁴ years. Results

Socio-demographic characteristics The mean age of the participants was Of the respondents, The majority were Christians. Table 1 Socio-demographic characteristics of the study population Characteristics.

Chapter 8 : Scope of Attention, Control of Attention, and Intelligence in Children and Adults

Emotional control is a term from the self-regulatory psychology literature and refers to "the ability to self-manage or regulate attitudes and feelings that directly affect participant receptiveness to, and implementation of, training activities."

PCT states that an organism generates actions that impact the environment around them; in an attempt which creates or changes the experience in a way desired or attended by the organisms Powers, The key components of GAP-Act are: Desired outcome that is to be achieved. Perceived actual or current standards. Any difference between the goal condition and perceived condition, which constitutes a gap. Course taken to close the gap produced between goal condition and perceived condition. Outside factors that disturb, hinder, impede, or offset our best efforts to influence the target. These outside factors may have a positive or negative influence on the outcome of the action taken towards a target Nickols, Target variable that is sought to be controlled. Actual actions taken to affect the target in ways that reduce or eliminate the discrepancy between goal conditions and perceived conditions. Perceptions of the target in which influences additional action to satisfy any remaining discrepancies Nickols, Feedback is shown as a dotted line that may or may not contain the designator. That is an additional aspect from some of the other models utilizing Control Theory. Management plays many parts in the cycle s of this model which include assisting in setting goals, allocating resources, establishing priorities, monitoring accomplishments, and overall influencing of performance. There are other actors and factors at work, conditions and circumstances that disturb, hinder, impede, offset and, on occasion, overwhelm us, frustrating our best efforts to influence outcomes Nickols, Strengths and Weaknesses of Control Theory Overview: All human beings have six basic internal needs: To survive To belong and to be accepted by others To have importance To have freedom and independence To have fun Strengths: The six needs apply to everyone and emphasize not how different, but rather how similar we are to one another Glasser, Some needs are more profound than others and this makes Control Theory applicable to most people, even more so than that of the goal setting theory. Control theory assumes people look for feedback on their actions. If the feedback is positive then the goals will be positive and that can make for a simple and flourishing conclusion. Like a two-edged sword, the fact that people look for feedback on their actions can also be a weakness. If the feedback is negative the individuals involved may become discouraged. This in turn would cause both motivation and productivity to decrease. Because Control Theory tries to break down individuals, but also groups of people, one of the major weaknesses of the Control Theory is that different cultures do not always embrace this theory. There is a concern in the workplace that people of different beliefs could rebel against this kind of diversity. In many parts of the world, it is common that people of different class, sex, and religion are segregated from each other. They do not believe that all human beings deserve the same treatment or respect. Some cultures are also authoritarian in nature and the idea of group meetings is a concept that they do not embrace Carver and Scheier, Control theory grounds itself in mechanics and does not take into account that humans are not mechanical objects. Therefore, the theory meets considerable resistance among theorists who have examined it. Big names such as Locke and Bandura have spoken out against it and so it makes it that much more difficult for others to get past. More tests need to be done that relate to human motivation to get beyond the stigma to see if it really does or does not have relevance for Psychology PSUWC, In organizational settings there has only been minimal research conducted. Control theory is similar to the goal setting theory, which is one of the most popular and utilized theories of motivation in the modern day workplace. Our goals and behaviors can be adjusted based on our experience and this in turn shapes our motivation. The Control Theory offers a more diverse perspective on human behavior and motivation than most other constructs of motivation. However, the Control Theory does not ask why employees behave in a certain way. Rather, this theory looks to explain why most do not act in a certain way. In other words, why do most people act in a socially correct way for any given situation? The primary schema or driving force behind Control Theory is doing and thinking Glasser, He explains that external events do not control individuals and states that, "nothing we do is caused by what happens outside of us. If we believe that what we do is caused by forces outside of us, we are acting like dead machines, not living people" Glasser, While the Control Theory

incorporates self-established goals, the selection of the initial goals can be affected by four other sources. Note again the similarities between the Control Theory and goal setting theory. While on one hand the goal setting theory states that individuals will use set goals to motivate themselves in order to achieve such, the Control Theory has a cognitive element composed of goals, as well as an effective element that leads to a prescribed behavior aimed at reducing discrepancies that may hinder attainment of the goal Klein, For example, an individual establishes a goal of getting to work ten minutes earlier every day; due to receiving an evaluation indicating a consistent morning tardiness problem. The individual may set a goal of arriving to work on time by leaving home earlier, which would alleviate possible discrepancies in achieving the goal. The individual might choose to set the alarm clock 10 minutes earlier, which is modifying early morning behaviors in order to reach the goal of getting to work early. When considering goals and behaviors linked by Control Theory, it is important to remember that the goal comes before the behavior. Most people would not change their behavior pattern and set the alarm clock ten minutes early for no particular reason. Challenging goals channel behavior and the more specific the direction of this behavior the more motivation to attain the goals. Consider the example of an individual setting the goal of getting to work ten minutes early. In this example, the employee could reduce discrepancies in reaching the goal either by leaving 10 minutes earlier, or by driving at a faster rate. The employee saw enough value in reducing the tardiness to avoid possible punishment for being consistently late. The input from the employer caused the employee to select an initial goal- to be on time to work. The employee will probably continue getting to work early as long as the controlling mechanism continues to exist. If the company stopped evaluating the employee or if a new manager did not emphasize tardiness as a problem, then the employee may end the behavior of getting to work early because the goal no longer has a high level of importance once the control mechanism no longer exists. Link Between Goals and Behaviors Figure 9. Getting to work early may be the end goal for the employee, but it may require several sub-goals and other behavior modifications in hopes of successfully reducing the discrepancy of the control loop. Multiple control loops, with goals and behavior changes, take effect so the employee reaches the main goal of getting to work early. Utilizing both the Control Theory and goal-setting can assist individuals in reducing discrepancies and in meeting their goals. However, it has also been brought forth that intentions are not necessarily translated into behaviors and that behaviors, reflecting the magnitude and direction of effort, are but partial determinants of performance. In contrast to prior research findings, Erez focused her work on proving that knowledge of achievements and scores would be a necessary condition for goal setting and motivation. The study results were statistically significant in finding a correlation between the subjects provided feedback and their ability to set goals and perform better. Since Erez, there have been several research studies on the pros and cons of Control Theory, but few empirical studies to determine the true scientific value of the theory. Results of Control Theory and work environment perception, Hollenbeck, It was determined the relationship between both the perceptions of negative discrepancies and negative outcomes on both job satisfaction and organizational commitment, by theorizing that feedback was not a necessary component for motivation. The researchers believed their findings to be inconsistent with control theory in that supervisors provided inconsistent feedback based upon what the performance meant versus the role of the subordinate in the performance. Despite findings in contrast with control theory, the authors conclude their paper with the idea that control theory should be preserved, as the findings of their research could have some inconsistencies in its ability to be generalized. Further, the authors recognized that the subjects could have taken their initial goals beyond the initial research, which may have supported why goal specificity was not found as related to feedback Sandelands et al. Ouchi and Maguire determined that before an organization can have behavior control they must be aware of the cause-effect knowledge within human resource management control systems. This was vital because some variables are more constraining than others. Provides a more controlled style of the characteristics, nature, and general development of knowledge within multinational corporations. The model provides clear insight into the interaction between knowledge stock and knowledge flow as a process for organizational control. Results of Using Control Theory When Managing Software Development Teams Maruping, Venkatesh, and Agarwal, By using control to monitor behaviors and outcomes, management can better regulate the efficiency and effectiveness of overall team performance.

Results of research found that for software teams, controls that focused on autonomy in development change would provide the most support in creating greater project quality. Results of Controlling for Quality: Climate, Leadership, and Behavior Luria, Hypothesis 1 specifies that employees will contravene quality procedures. On average, about one quarter of the observed employees behaved against company regulations, which differs significantly from 0. These results support the prediction of effort aversion and melioration bias. Hypothesis 2 specifies that group quality climate level will negatively correlate with quality-damaging behaviors. Using linear regression, group quality climate negatively correlated with undesirable quality-related behaviors in the group. These correlations offer empirical validity to the concept of quality climate by predicting quality behaviors. Hypothesis 3 specifies that leadership correlate negatively with eating on the job and other quality-damaging behaviors. The results supported the claim that transformation leadership is related to quality. Despite not having gained widespread acceptance as a predictive model for human action, Control Theory offers some benefits when applied to a workplace setting. The bottom line is that more studies need to be introduced that test this theory, which has already proven effective in the realms of engineering and physics, in the realm of human motivation. Teachers in the classroom center this study on three conditions that affect and determine the use of technology, and these conditions are: The teacher must believe that technology can more effectively meet a higher -level goal than what has been used The teacher must believe that using technology will not cause disturbances to other higher-level goals that the he or she thinks are more important than the one being maintained. The teacher must believe that he or she has or will have sufficient ability and resources to use technology. The opposite is true for teachers who seen technology in the classroom as beneficial. This study also expresses the importance of the interdependence of both the perception input and behavior output , and that they both drive and affect one another. This means that both perceptions influence response and the different responses influence future perceptions. Therefore, the perception of technology needs to change for the teachers in order for their behaviors to change. Findings and continued studies of this concept of technology in the classroom have a number of practical implications on a number of levels. This study and the use of the PCT focuses on the individual rather than group, the perceived rather than the objective, and the motivation rather than the skills. Application of Control Theory in the Workplace Control theory has shown multiple applications in the workplace. Without a specific standard and clear feedback, an employee will not be able to recognize errors and then will not engage in behavior changes that improve performance.

Chapter 9 : Control (psychology) - Wikipedia

Metacognition - metacognition refers to awareness and control of one's thinking, including commitment, attitudes and attention. Critical thinking - critical thinking refers to reasonable, reflective thinking that is focused on deciding what to believe or do.

Hong Kong Japan Source: Adapted from information in Denissen, J. Self-esteem reactions to social interactions: Evidence for sociometer mechanisms across days, people, and nations. Serbia is tops, Japan ranks lowest, U. Retrieved November 14, , from <http://www.psychologytoday.com>: The simultaneous administration of the Rosenberg self-esteem scale in 53 nationals: Culture-specific features of global self-esteem. *Journal of Personality and Social Psychology*, 89, 1-11; Bandura, A. Self-efficacy A belief that one can perform a specific task successfully. Research shows that the belief that we can do something is a good predictor of whether we can actually do it. Self-efficacy is different from other personality traits in that it is job specific. You may have high self-efficacy in being successful academically, but low self-efficacy in relation to your ability to fix your car. At the same time, people have a certain level of generalized self-efficacy, and they have the belief that whatever task or hobby they tackle, they are likely to be successful in it. Research shows that self-efficacy at work is related to job performance. Newcomer adjustment during organizational socialization: A meta-analytic review of antecedents, outcomes, and methods. *Journal of Applied Psychology*, 92, 1-11; Judge, T. Self-efficacy and work-related performance: The integral role of individual differences. *Journal of Applied Psychology*, 92, 1-11; Stajkovic, A. *Psychological Bulletin*, 127, 1-11. This is probably because people with high self-efficacy actually set higher goals for themselves and are more committed to their goals, whereas people with low self-efficacy tend to procrastinate. Role of goal orientation, ability, need for achievement, and locus of control in the self-efficacy and goal-setting process. *Journal of Applied Psychology*, 82, 1-11; Steel, P. The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 124, 1-11; Wofford, J. Meta-analysis of the antecedents of personal goal level and of the antecedents and consequences of goal commitment. *Journal of Management*, 18, 1-11. Academic self-efficacy is a good predictor of your grade point average, as well as whether you persist in your studies or drop out of college. Do psychosocial and study skill factors predict college outcomes? In addition to hiring people who are capable of performing the required job tasks, training people to increase their self-efficacy may be effective. Some people may also respond well to verbal encouragement. By showing that you believe they can be successful and effectively playing the role of cheerleader, a manager may be able to increase self-efficacy beliefs. Empowering people—giving them opportunities to test their skills so that they can see what they are capable of—is also a good way of increasing self-efficacy. To empower or not to empower your sales force? An empirical examination of the influence of leadership empowerment behavior on customer satisfaction and performance. *Journal of Applied Psychology*, 90, 1-11. Personality Testing in Employee Selection Personality is a potentially important predictor of work behavior. In fact, interviewers are not particularly good at detecting the best trait that predicts performance: Accuracy of interviewer judgments of job applicant personality traits. *Personnel Psychology*, 53, 1-11. One method some companies use to improve this match and detect the people who are potentially good job candidates is personality testing. Several companies conduct preemployment personality tests. Companies using them believe that these tests improve the effectiveness of their selection and reduce turnover. Snake oil or science? *Workforce Management*, 83, 90-92; Gale, S. Three companies cut turnover with tests. *Workforce*, 81 4 , 66-68. Kronos Incorporated Headquarters is located in Chelmsford, Massachusetts. Experts have not yet reached an agreement on this subject and the topic is highly controversial. Some experts cite data indicating that personality tests predict performance and other important criteria such as job satisfaction. However, we must understand that how a personality test is used influences its validity. Imagine filling out a personality test in class. You will probably fill it out as honestly as you can. Then, if your instructor correlates your personality scores with your class performance, we could say that the correlation is meaningful. But now imagine that your instructor tells you, before giving you the test, that based on your test scores, you will secure a coveted graduate assistant position, which comes with a tuition waiver and a stipend.

In fact, they have a greater incentive to guess what the job requires and answer the questions in a way they think the company is looking for. As a result, the rankings of the candidates who take the test may be affected by their ability to fake. Some experts believe that this is a serious problem. Reconsidering the use of personality tests in personnel selection contexts. *Personnel Psychology*, 60, 1-10; Morgeson, F. Are we getting fooled again? Coming to terms with limitations in the use of personality tests for personnel selection. *Personnel Psychology*, 60, 1-10” Others point out that even with faking Answering questions in a way they think the company is looking for. Effects of impression management and self-deception on the predictive validity of personality constructs. *Journal of Applied Psychology*, 81, 1-10; Ones, D. In support of personality assessment in organizational settings. *Personnel Psychology*, 60, 1-10; Ones, D. Role of social desirability in personality testing for personnel selection. *Journal of Applied Psychology*, 81, 1-10; Tett, R. Personality tests at the crossroads: It is even possible that the ability to fake is related to a personality trait that increases success at work, such as social monitoring. Scores on personality self-assessments are distorted for other reasons beyond the fact that some candidates can fake better than others. Do we even know our own personalities? Are we the best person to ask this question? How supervisors, coworkers, and customers see our personality may matter more than how we see ourselves. Validity of observer ratings of the big five personality factors. *Journal of Applied Psychology*, 79, 1-10” We have our blind areas. Another problem with using these tests is the uncertain relationship between performance and personality. On the basis of research, personality is not a particularly strong indicator of how a person will perform. Our performance at work depends on many factors, and personality does not seem to be the key factor for performance. In fact, cognitive ability your overall mental intelligence is a more powerful predictor of job performance. Instead of personality tests, cognitive ability tests may do a better job of predicting who will be good performers. Personality is a better predictor of job satisfaction and other attitudes, but screening people out on the assumption that they may be unhappy at work is a challenging argument to make in an employee selection context. In any case, if an organization decides to use these tests for selection, it is important to be aware of their limitations. If they are used together with other tests, such as tests of cognitive abilities, they may contribute to making better decisions. The company should ensure that the test fits the job and actually predicts performance. This is called validating the test. Before giving the test to applicants, the company could give it to existing employees to find out the traits that are most important for success in this particular company and job. Then, in the selection context, the company can pay particular attention to those traits. Finally, the company also needs to make sure that the test does not discriminate against people on the basis of sex, race, age, disabilities, and other legally protected characteristics. *Workforce Management*, 84 9 , 74-80” *Academy of Management Journal*, 17 3 , 1-10; Rokeach, M. The Nature of Human Values. The values that are important to a person tend to affect the types of decisions they make, how they perceive their environment, and their actual behaviors.