

The Social Cognitive Approach (AKA Social Learning Theory)

Social Cognitive Theorists

Julian Rotter

Albert Bandura

Walter Mischel

Julian Rotter Expectancy Theory

Learning creates **cognition** known as **Expectancies**

“A person’s decision to engage in a behavior is determined by

1. What the person **expects** to happen following the behavior
2. The value the person places on the outcome (reward)

Behavior is determined by consequences (Reinforcers) and expectation that the behavior will result in rewards.

He said the **situation** is also a factor

Recall the **Locus of Control**

Other researchers identify aspects of Control

“expectations about what control’s life’s rewards- **Internals/Externals**

Some personalities identify a predominant locus of control and also reflect characteristics that correlate with that outlook... (low self-esteem/Low Self Efficacy for externals)

Internals are high in Problem solving

They believe they can control what happens to them

They are more likely to stay physically healthy

More conscientious

Higher levels of self-efficacy

Bandura and Reciprocal Determinism (observational learning, Bobo study)

“**Sees personality as shaped** by the ways in which **thoughts**, **behavior**, and the **environment** interact and influence each other.”

Behavior creates change in the environment.-->observing these changes affects how we think□which affects behavior (this is Reciprocal Determinism = web of interactions)

Behavior->Environment->Thoughts->Behavior->Environment->thoughts-Enviromnet...)

Cognitive element is key-□Self Efficacy

Self-Efficacy according to Bandura□ behavior is determined (what we do or try to do) by “our perceptions or beliefs about our chances of success”

Self-Efficacy is greatly determined by experience and reinforcement...

Self-perception leads to behaviors

There are environmental aspects

Mischel's Cognitive Affective Theory (learned cognitions)

- Learned beliefs, feelings, and experiences” are part of personality and make us different.”
- The person and the situation interact to produce behavior
- People learn behaviors for certain situations
- He said cognitive and emotional processes underlie overt behaviors

These are Cognitive Person Variables

Knowing these variables about a person can predict behavior in particular situations

1. Encodings- beliefs a person has about his environment and other people
 2. Expectancies- what a person expects to follow from behaviors and what a person believes they are capable of doing
 3. Affects- Feelings, emotions, and affective responses
 4. Goals and values-things people believe in and want to achieve
 5. Competencies and self-regulatory plans- the thoughts and actions the people are capable of, able to work a plan and achieve goals
- Basic idea personality leads to behaviors and situations alter those behaviors
 - People choose situations that are aligned to their personality
 - Personality affects some situations more than others

Evaluation:

Widely accepted because it blends behavioral psych with cognitive psych
Really useful in treatment approaches

Humanistic Approach (AKA- Positive Psychology)

Focuses on mental abilities- self-awareness, creativity, planning, decision making, and responsibility
“see human behavior mainly as motivated mainly by a drive toward growth or their unique potential”

They see people as naturally inclined toward goodness, creativity and joy.

It's important to understand people's view of the world = Phenomenology

Their **phenomenology** shapes personality and guides behavior

They try to understand people's perceptions

Humanists endeavor to see/understand how people see through your world

Positive aspects of character strengths wisdom, courage, humanity, happiness, thriving, aspects of personal development

Carl Rogers Self Theory:

Argued that personality is based on a common motivation, We all have an **Actualizing Tendency**- all human behavior is motivated by a desire for growth and fulfillment

He relied on the concept of the **Self**

People who have accurate perception of the self, progress toward Self Actualization

Problems arise when the **perception of the self is distorted**, progress is limited

Rogers said personality development begins early

Children learn to need other people's approval = **Positive Regard**

Evaluations of children by others can impact a child's self-evaluation

When an adult's positive evaluation matches the child's self-evaluation then the child experiences **positive self-regard**

Positive experiences become part of the self-concept

Personality is formed by **Actualizing Tendency** (desire for growth and fulfillment) and partly by evaluations

People are **socialized** to conform and fit in aka **adapt**

Anxiety comes when there is conflict in self-concept or at odds with their true feelings (incongruent)

Incongruence occurs when children believe, based on adult evaluations, that worth depends on displaying the right behaviors.

So these **Conditions of Worth** are created when people evaluate others regarding a personal dimension versus a behavioral dimension.

Negative conditions of worth become internalized when people are criticized (external pressure) can create a **distorted self-perception**

Maslow's Growth Theory

Saw personality as resulting from the basic human tendency toward growth and self-actualization.

He saw Self Actualization as a human need. The Highest of needs (motivated behavior)

He found that most people are controlled (**part of their personality**) by a **"Deficiency Orientation"** "the preoccupation with perceived needs for material things."

"Ultimately people with "Deficiency Orientation" come to see life as meaningless exercise in disappointment and boredom..."

People with **"Growth Orientation"** focus on satisfaction with what they have, what they are, and what they can do...

Maslow saw people with "Growth Orientation" as leading to **Peak Experiences**- where people feel joy, ecstasy in being alive and knowing they are utilizing their fullest potential.