Chapter 15: Behavior and Cognition

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1. Behavior is planned/goal-directed

(1) Self-regulation: How people control and direct their behavior.

(2) Emotion directed: affective states and emotional responses. 情感状态和对情况的情绪反应也会影响行为

(3) Emotion directed: positive mood appear to have more flexibility and awareness of multiple ways of dealing with situations; negative mood is tied to more rigid strategies of social interaction.

(4) Meet with the personal goals:

A: Deliberative mindset:审慎的心态 (Motivational): This is focus on incentives and expectations, choosing alternative goals and their implied courses of action.
B: Implementational (volitional): 有条件的 consideration when and how act so as the implement the intended course of action.

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They lead to different cognitions:
(1) In Condition A:
people weigh alternatives in a relatively even-handed manner, considering factors that both favor and oppose an action (S. E. Taylor & Gollwitzer, 1995).

(2) In Condition B: When a person makes an explicit implementation intention, this enhances the likelihood of making progress toward that goal.

Automatic Goal Pursuit 自动追求目标 对于无意识的行为进行解释

1. Habit accelerate this behavior happen.

2. Familiar situations tend to inspire mindless behavior, whereas unfamiliar situations are more likely to evoke conscious, self-regulatory efforts (N. Cantor & Kihlstrom, 1985).

3. ****Non-verbal behavior can also reflect social goals automatically: postures, mannerisms, and facial expressions of the people with whom they are interacting.
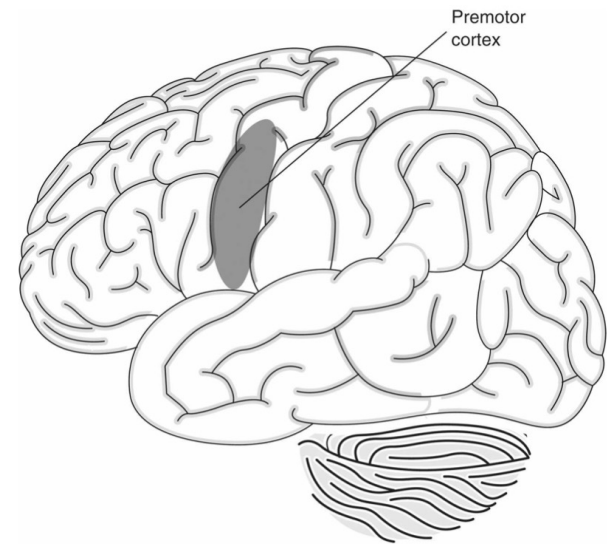
Assimilation and Contrast 同化与对比

(1) Many automatic behaviors do the assimilation to environment
   cues (刻板印象)
When an elderly stereotype is primed, we walk more slowly, or when
induced to walk as an overweight person, we ascribe overweight
stereotypic attributes to an ambiguous target.

(2) **Contrast** effects: in automatic behavior (Dijksterhuis et al., 1998).
For example, participants who had positive attitudes toward the
elderly did walk more slowly after being primed with the elderly
stereotype, but participants who had negative attitudes toward the
elderly actually walked faster (e.g., Cesario, Plaks, & Higgins, 2006).
Hence, contrast effects may also occur in automatic behavior, and
both kinds of effects may be due to the cognitive processes of
preparing for joint action.

Individual Differences and Goals：Promotion and Prevention Goals

(1) Promotion involves aspiration, and goal-attainment brings a sense of accomplishment.

(2) Prevention: Responsibility, security.

In some degree, it is resemble in the self-efficacy.

Measurement Cognition and Behavior.

1. One solution is to measure the behavior through the **multiple-act criterion.** (e.g., Epstein, 1979; Fishbein & Ajzen, 1974).

One would measure the specific acts to get a general behavioral measure. For example, one might measure money given to various causes, time volunteered to help the needy, and so on.

2. The multiple-act criterion may succeed in demonstrating attitude–behavior consistency because (Reasons for application).

(a) multiple actions better estimate the individual's typical behavior, (b) employing multiple actions includes at least one situation predicted by attitudes (cf. Monson, Hesley, & Chernick, 1982), or (c) multiple actions include at least two situations the individual sees as similar to each other and relevant to the attitude

Measurement 2: Cognition-behavior correspondence → Measure Cognitions Specifically:

(1) Ask the feeling between 2 conditions.
For example, if you had been asked about how you feel about giving money to beggars instead of how you feel about charity generally, correspondence between your attitude and behavior might well have been high.

(2) Theory of reasoned action. Predicts people's behavior directly from their intentions.

Measurement 3: Others:

(1) Attitude

(2) Subjective norms

(3) Behavioral intentions.

(4) Perceived behavioral controlled (Self-efficacy).

Effect of Action identification:

Table 15.3 The effects of action identification

	Low level of identification	High level of identification
Example	Bike riding	Getting exercise
Flexibility	Low (There is only one way to ride a bike)	High (There are many ways to get exercise)
Stability	Low (Action identification subject to context effects)	High
Impact of context	Context may move identification to higher level (e.g., bike riding becomes labeled as getting exercise)	Little impact of context on level of identification
Difficulty of behavior (maintenance indicators)	Disruption less likely to occur; when it does, action identification may move to lower level	Disruption shifts action identification to lower level
Likelihood of emergent action	High, because low-level behavior is responsive to context effects	Low

Source: After Vallacher & Wegner (1987)
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Self-Monitoring:

Self-Monitoring describes how individuals plan, act out, and regulate social Behaviors.

Find yourself.

Table 15.4 Sample items measuring self-monitoring

Answer the following items true or false.

1. I find it hard to imitate the behavior of other people.	T	F
2. I would probably make a good actor.	T	F
3. In a group of people, I am rarely the center of attention.	T	F
4. I may deceive people by being friendly when I really dislike them.	T	F
5. I can only argue for ideas which I already believe.	T	F
6. I can make impromptu speeches even on topics about which I have almost no information.	T	F

First, answer the items in the table. If you answered "false" to items 1, 3, and 5, and "true" to items 2, 4, and 6, you would tend toward the high self-monitoring side. On the other hand, if the reverse pattern characterizes your answers, you tend to be a low self-monitor.

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Self-Handicapping:

(1) Desperate for managing failure.

(2) People sometimes engage in actions that provide obstacles to success so that failure can later be attributed to those obstacles.

(3) Example: The student who stays up all night before an exam can attribute a low grade to fatigue, not to lack of ability (McCrea & Hirt, 2001).

Thank You for Listening!