CHAPTER TWELVE
MISCHEL AND BANDURA: Cognitive Social Learning Theory

CHAPTER OVERVIEW
TRAITS IN COGNITIVE SOCIAL LEARNING THEORY: MISCHEL
- The Trait Controversy: Mischel’s Challenge
- The Consistency Paradox
- The Situational Context of Behavior

COGNITIVE PERSON VARIABLES
- Encoding Strategies and Personal Constructs
- Competencies
- Expectancies
- Subjective Stimulus Values
- Self-Regulatory Systems and Plans
- Delay of Gratification

Chapter Overview
PERFORMANCE IN COGNITIVE SOCIAL LEARNING THEORY: BANDURA
- Reciprocal Determinism
- Self-Regulation of Behavior: The Self-System
- Self-Efficacy
- Efficacy and Striving Toward Goals
- Physiological Correlates of Efficacy
- Processes Influencing Learning
- Attentional Processes: Observing the Behavior
- Retention Processes: Remembering It
- Motor Reproduction Processes: Doing It
- Motivational Processes: Wanting It
- Observational Learning and Modeling
- Therapy
- The Person in the Social Environment

PREVIEW OF MISCHEL’S AND BANDURA’S THEORIES

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<th>Table 12.1: Preview of Mischel’s and Bandura’s Theories</th>
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Traits in Cognitive Social Learning Theory: Mischel
WALTER MISCHEL

- Born in Vienna in 1930
- Family fled Europe from Nazi persecution
- Studied at the City College of New York
- Graduate work at Ohio State University
- Professorships at Stanford and Columbia

THE TRAIT CONTROVERSY: Mischel’s Challenge

- The Consistency Paradox
- The Situational Context of Behavior

PERSONALITY COEFFICIENT ($r = .30$)

- Average relationship between self-report personality measures and behavior
- Little consistency across situations
- (Greater temporal consistency)

THE CONSISTENCY PARADOX

- Discrepancy between intuition and empirical findings
- Common sense (intuition): consistency
- Research evidence (empirical): little consistency

THE SITUATIONAL CONTEXT OF BEHAVIOR

- Situational hedges: "Person does x when y."
- "Johnny will hit back [behavior] when teased [situational hedge]."

Figure 13.1 Illustration of a Dispositional Construct (Aggressive) as an If-Then Linkage between a Category of Conditions and a Category of Behaviors

Behavior results from a set of conditions, rather than from a trait alone. Only under certain conditions does a trait of “aggressiveness” influence behavior.

**Cognitive Person Variables**

- Encoding Strategies and Personal Constructs
- Competencies
- Expectancies
- Subjective Stimulus Values
- Self-Regulatory Systems and Plans

**Encoding Strategies and Personal Constructs**

- Personal Constructs
- Situational Descriptions
- Descriptions of Events
- (Must assess individual meanings of stimuli)

**Personal Constructs**

**Definition:**
Trait terms people use to describe themselves and other people

**Examples:**
- Hard-working
- Passionate

**Prototypes**

**Typical Exemplars of "Fuzzy" Categories**

**Competencies**

<table>
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<th>Example of Cognitive and Behavioral Construction Competencies</th>
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<td>Sexual gender identity</td>
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<tr>
<td>Knowing the structure of the physical world</td>
</tr>
<tr>
<td>Social rules and conventions</td>
</tr>
<tr>
<td>Personal constructs about self and others</td>
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*(Adapted from Webel, 1975, p. 266)*
**Behavior-Outcome Expectancies**
- If I study 3 hours, will I get an A?
- If I run, will I catch the bus?

**Stimulus-Outcome Expectancies**
- What will happen next?

**Self-Efficacy Expectancies**
- Can I do it?

**Subjective Stimulus Values**
- Desirability of outcomes (given the particular individual’s goals or values)

**Self-Regulatory Systems and Plans**
- Internal mechanism

**Delay of Gratification**
- Mischel’s research with children
  - Visibility of reward
  - Thinking about something else
  - Modeling
Preschool Children Who are Better Able to Delay of Gratification Become High Schoolers Who:

1. Performance in Cognitive Social Learning Theory: Bandura

**Albert Bandura**
- Born in Canada in 1925
- Undergraduate at the University of British Columbia
- Doctorate in Clinical Psychology from the University of Iowa
- Professorship at Stanford
- President of the American Psychological Association in 1974

Reciprocal Determinism

Figure 12.2 Reciprocal Determinism

Unidirectional

\[ B = (P, E) \]

Partially Bidirectional

\[ B = (P \rightarrow E) \]

Reciprocal

\[ P \rightarrow E \rightarrow B \]

Schematic representation of three alternative conceptions of interaction. B signifies behavior, P the cognitive and other internal events than can affect perceptions and actions, and E the external environment.


Self-Regulation Processes

Figure 13.3 Self-Regulation Processes

- Self-efficacy
- Outcome expectations
- Efficacy and striving towards goals
- Physiological correlates of efficacy

Self-efficacy

Performance Dimensions

- Personal Standards
- Modeling
- Reinforcement

Evaluation of Activity

- High self-esteem
- Low self-esteem

Performance Attribution

- Internal
- External

Self-response

- Self-evaluation
- Reaction

Environmental Process

- Self-appraisals
- Reinforcement

Component processes in the self-regulation of behavior by self-presented contingencies.

Processes Influencing Learning

Observational Learning and Modeling

Learning may occur without reinforcement

Vicarious Learning

Identification

Modeling of Aggression

Filmed models

Learning is not always evident in performance

Therapy

Use learning principles

Self-efficacy

Treatment of phobias, etc.

Varies with behavioral domain
changing efficacy expectations through therapy

figure 12.6 changing efficacy expectations through therapy

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<th>mode of induction</th>
<th>source</th>
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<tr>
<td>participant modeling</td>
<td>performance accomplishment</td>
</tr>
<tr>
<td>symbolic modeling</td>
<td>vicarious experience</td>
</tr>
<tr>
<td>suggestion</td>
<td>verbal persuasion</td>
</tr>
<tr>
<td>enforcement</td>
<td>emotional arousal</td>
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</table>

major sources of efficacy information and the principal sources through which different modes of treatment operate:

(keefe & sawin. l. 1994). self-efficacy: toward a unifying theory of behavioral change. psychology in the schools. 31. 177-191. copyright 1994 by the american psychological association. reprinted by permission.)

chapter review

traits in cognitive social learning theory: mitchel
- the trait controversy: mitchel’s challenge
- cognitive person variables
- delay of gratification

performance in cognitive social learning theory: bandura
- reciprocal determinism
- self-regulation of behavior: the self-system
- self-efficacy
- processes influencing learning
- observational learning and modeling
- therapy
- the person in the social environment

the person in the social environment

- collective efficacy helps us achieve difficult goals together
- moral disengagement: failure to regulate one’s behavior to live up to high moral standards
  - cheating, because “everyone is doing it”
  - being cruel, without thinking of individual responsibility