APA Reference Assignment

On the following pages are materials from six sources I have found. You are to construct a properly formatted APA-style "References" page for these sources. You need not include a running head nor a page number, but follow all other aspects of APA format and style.

Assignment grade out of 20 points _____

MAKING CONNECTIONS

TEACHING AND THE HUMAN BRAIN

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MOOD AND THE EVALUATION OF LEADERS: A REPLICATION USING AN EMPLOYEE SAMPLE

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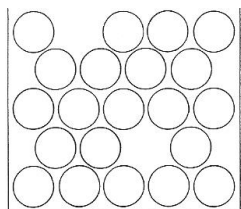University of Twente, The Netherlands

ABSTRACT

A recently published study in Current Research in Social Psychology *(Schyns & Sanders, 2003) focused on the relationship between mood and the perception of leadership. Although this experimental study showed a relationship between mood and the perception of management-by-exception passive, most of the hypotheses could not be confirmed. The present study tries to overcome the most important restrictions of that prior study and seeks to examine the same hypotheses using an employee sample and a different assessment of mood. Results indicate that mood and the perception of leadership are indeed connected, especially in the case of less active leadership styles. Controlling for effects of contact with the leader did not alter these results.*

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Fifth
edition

*Fundamental statistics
in psychology
and education*

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Emeritus Professor of Psychology
University of Southern California

BENJAMIN FRUCHTER
Professor of Educational Psychology
University of Texas at Austin

**FUNDAMENTAL STATISTICS
IN PSYCHOLOGY AND
EDUCATION**

Personality Types in Cyberspace

The basic psychological features of online environments shape how people and groups behave in those realms. But that's only half the story. Online behavior will always be determined by how those features interact with the characteristics of the people in those environments. A variety of systems might be useful in classifying those characteristics. We might focus on specific features of the user, such as the person's computer skills, goals for using the internet, or demographic characteristics (age, social-economic status, occupation, etc). There also are several comprehensive theoretical systems in psychology that could help us examine how various personality types behave in cyberspace - for example, the Myers-Briggs system or Guilford's personality model. …

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Pilot Selection Methods

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The quality of the box matters little. Success depends upon the man who sits in it.
　　　　　—Baron Manfred von Richthofen, *The Red Baron.*

This chapter consists of seven parts. The first part describes pilot selection, why it is important, and the knowledge, skills, abilities, and other characteristics typically considered during selection. Part two introduces "validity" and the steps involved in a validation study. Part three reviews common methodological issues that make the interpretation of pilot selection studies more difficult and offers "best practices" advice for researchers and practitioners. Parts four and five review military and commercial pilot selection. Where available, information about the construct and predictive validity of the selection methods is provided. Part six examines future trends in the measurement of pilot aptitude. Finally, the conclusion provides recommendations for researchers and practitioners.

PRINCIPLES AND PRACTICE OF AVIATION PSYCHOLOGY

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Climbing the Goal Ladder:
How Upcoming Actions Increase Level of Aspiration

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Pursuing a series of progressive (e.g., professional) goals that form a goal ladder often leads to a trade-off between moving up to a more advanced level and repeating the same goal level. This article investigates how monitoring one's current goal in terms of remaining actions versus completed actions influences the desire to move up the goal ladder. The authors propose that a focus on remaining (vs. completed) actions increases the motivation to move up to a more advanced level, whereas the focus on completed (vs. remaining) actions increases the satisfaction derived from the present level. They find support for these predictions across several goal ladders, ranging from academic and professional ladders to simple, experimental tasks. They further find that individuals strategically attend to information about remaining (vs. completed) actions to prepare to move up the goal ladder.

Keywords: goals, aspiration, commitment, progress

People's goals, whether they constitute central life objectives or mundane everyday pursuits, often follow a "goal ladder" in which each goal is a step toward another, more challenging goal. For example, people's career paths often follow a goal ladder in which an entry-level position is a step toward a more advanced position in the organization. Even more mundane goals, such as playing a computer game, often include different levels in which a person can move up, for example, by advancing from Level 3 to Level 4. In addition, goal ladders characterize learning goals, such as when people move from a beginner to an intermediate level when they acquire a new skill. The goal ladder can be highly structured, for example, when moving up the military ranks (from private to corporal) or the academic ranks (from assistant to associate). However, at other times, goal ladders are less structured, for example, when people seek to move to a position with more challenges and responsibilities than their current one, sometimes without being aware of their desire to advance.

Regardless of the specific features of the goal ladder, individuals face a dilemma between moving up to a more advanced level versus repeating the current level for their next pursuit. Choosing a more advanced level often requires the individual to invest more effort, yet it can offer certain benefits (e.g., greater interest). As such, we explore whether the way individuals monitor their current goal—either in terms of remaining actions or completed actions—influences their aspiration level for their next goal level. We

examine, for example, whether the focus on remaining (vs. completed) courses in college increases the desire to seek a postgraduate job and whether the focus on topics yet to be learned (vs. already learned) in a beginner's language course increases the ultimate level of proficiency beginners aspire to achieve.

We position our theory in previous goal research, which explores the impact of discrepancies (i.e., remaining actions; e.g., Carver & Scheier, 1998; Higgins, 1987; Hull, 1932; Locke & Latham, 2002), as well as successful past pursuits (Bandura, 1991; Feather, 1982; Heckhausen, 1977) on motivation to pursue a focal goal. In departure from previous research, we compare these foci against each other and explore their relative impact on the choice of what to do once the focal goal is achieved. Building on research by Fishbach and colleagues (Fishbach, Dhar, & Zhang, 2006; Koo & Fishbach, 2008), we predict that an emphasis on remaining actions focuses individuals on making progress, leading to a desire to move up, whereas an emphasis on completed actions focuses individuals on their commitment to the current goal, leading to a desire to repeat the present goal level. In exploring these hypotheses, we shed new light on the classic problem of what determines people's levels of aspiration (Dembo, 1931/1976; Kruglanski, 1975; Lewin, 1926; Lewin, Dembo, Festinger, & Sears, 1944; Locke & Latham, 1990).

Expressing Commitment Versus Making Progress

Two types of incentives exist for pursuing a goal. The first are incentives to engage in a goal, including the experience of enjoyment, involvement, or importance while pursuing a goal. The second are incentives to make progress on a goal and move up the goal ladder. For example, for a student pursuing an academic goal, the incentive can be based on the joy of learning or the pleasure of mastering a topic and moving up to a more advanced topic; for the person playing a computer game, the incentive can be based on the