

A Panorama

Ready for the Expedition?

- Have you ever analyzed your own thinking, feeling, and doing? Why do you think, feel, and act that way?

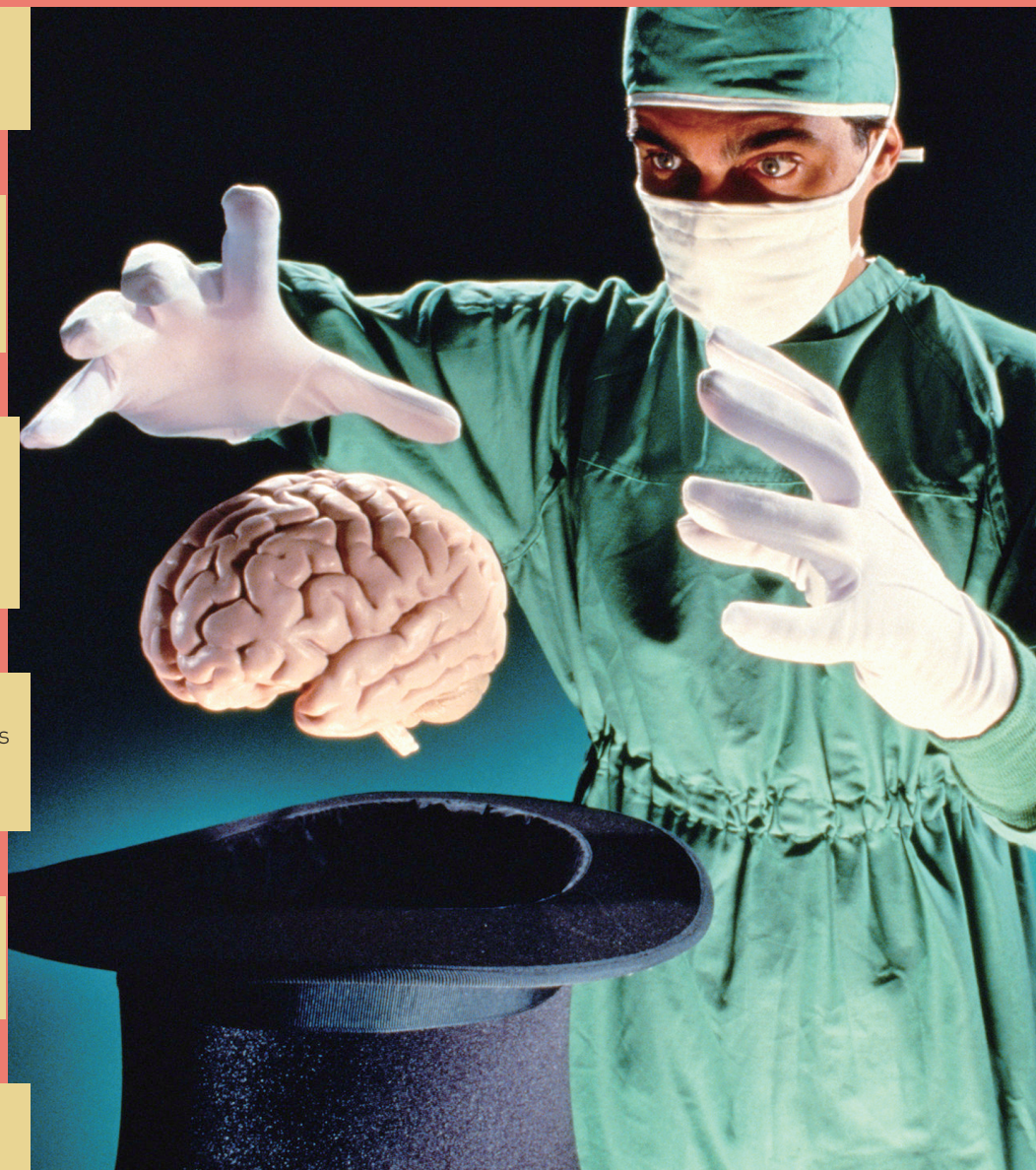
- Is it a shame or a fashion for a young woman, or even a middle-aged man, to go on diet? What's behind our motive to keep slim?

- Why are people not conscious of its parts—trunks, branches, leaves, and probably blossoms or fruit—when they look at an entire tree, even though they do see the parts?

- Are you aware that the world has changed even more in these 60 years than it did over thousands of years? How did that change start?

- Are we born to be sad or to be happy? Who is in control of everything?

- Where is the way leading to the happiness of the soul?



1

PART

LECTURE 1

An Invitation to the Study of the Soul

PRELUDE

Knowing yourself is the beginning of all wisdom. —Aristotle

If the eye were an animal, sight would be its soul... The eye is a matter for sight, and if this fails it is no longer an eye... —Aristotle

Through others we become ourselves. —Lev S. Vygotsky

In what sense does the study of the soul, or of our self, or of others' self matter to us?

PREPARATION

If ever you are fascinated with the mystery of the inner world—a universe within, either yours or others', if ever you are curious about humans—as biological, thinking, and social beings, then you are interested in what psychology does.

In ancient times, psychology was a study of the soul; modern psychologists define it as a study of human mind and behavior. But what does this mean? Simply put, it is concerned with why we do what we do, feel what we feel, and think what we think. What distinguishes humans from other animals? What traits do humans share with other animals? What do all humans have in common? How does each of us differ from the others in our species—in our beliefs, our personalities, and our capabilities? Who is each of us and how did we come to be what and who we are? What and who are we as individuals and as part of a group? How do we perceive each other, treat each other, and feel about each other? The text will sketch the borders of this academic territory, and the perspectives that psychologists take to view the human species.



WHAT Are Psychologists Interested in?¹

- ¹ Psychology includes a wide range of topics—including those that many non-psychologists don't expect to find within this field!

The breadth of psychology's content

- ² **Watching the living brain.** All that we do, we know, and we feel are made possible by the functioning of the brain. But what exactly is the relationship between the psychological phenomena we hope to understand and the **detailed** workings of the brain? Psychologists in the last few decades have developed techniques for **monitoring**, moments by moments, the activity of different parts of the brain, allowing them to ask which brain regions are especially active when someone is in a particular mental state, for example, when making a decision or feeling embarrassment.
- ³ **Examining memory.** Instead of the **underlying mechanisms** in the nervous system, many of the psychological phenomena are best studied

¹

The text is adapted from Chapter 1 of *Psychology* (7th ed.) co-written by Henry Gleitman, James Gross, and Daniel Reisberg, published in 2007 by W. W. Norton & Company, Inc. Henry Gleitman is Professor of Psychology and the former chair of the department at the University of Pennsylvania, who taught introductory psychology for five decades to over 40,000 students. James Gross and Daniel Reisberg are both professors of psychology, from Stanford University and Reed College respectively.

by focusing on a person's thinking and behavior, in particular, how memory works. Consider the memory an eyewitness to a crime is relying on when she testifies at a trial, reporting what she saw, say, during a robbery. What factors help her to remember? Why does she unintentionally “recall” things that actually did not exist or happen?

- 4 **Innate capacities.** Our experiences play an enormous role in shaping who we are and how we act. But this does not mean that we are always dependent on experience. Some achievements seem to depend on little beyond the basic capacities that all of us are born with. For example, studies show that infants have the beginnings of **arithmetic competence** at an astonishingly early age—so early that it seems highly unlikely that the competence is the result of learning.
- 5 **Displays and communication.** Though often related to the behavior of individuals, much of the subject matter of psychology is **inherently** social. Think about how animals and humans interact with other members in their species, whether as mates, parents, offspring, or competitors. Not surprisingly, many of these interactions depend on some kind of communication. A **peacock** spreads his magnificent tail feathers and **pirouettes**, sending the fundamental message: “I am a male, healthy, and willing peacock, and I want you to choose me as your mate.” Evidence suggests that humans also rely on **built-in** displays. One example is the smile, a response found in all babies, even in those born blind—a biologically rooted signal: “Be good to me. I wish you well.”
- 6 **Social behavior in humans.** In obvious ways, human social interactions are different from those of other animals. One difference is that human interactions are usually more **varied**. Peacocks have just one way of **courting**—spreading their tail feathers and hope for the best. Human males and females are flexible and much more complex, whether in **courtship** or in any other social interaction.
- 7 In many circumstances human social behavior is thought-out and sensible; in other cases, however, we seem to act with little thought or reason. The individuals participating in the riot—whether during a political crisis or after a soccer game—are probably each, on their own, peace-loving, law-abiding, and responsible; yet when as part of an **inflamed** group, they are capable of horrible destruction and brutal violence. Why does the crowd act in ways so unlike the individuals that constitute it?

psychologist /saɪˈkɒlədʒɪst/ *n.* 心理学家

detailed /ˈdiːteɪld/ *adj.* 详细的, 精细的

monitor /ˈmɒnɪtə/ *v.* 监视; 监测

underlying /ˌʌndəˈlaɪ-ɪŋ/ *adj.* 根本的

mechanism /ˈmekənɪzəm/ *n.* 机制; 体制

innate /ɪˈneɪt/ *adj.* 天生的, 与生俱来的

arithmetic /ˌæɪrɪθˈmetɪk/ *adj.* 算术的

competence /ˈkɒmpɪtəns/ *n.* 能力; 胜任, 称职

inherently /ɪnˈhɪərəntli/ *adv.* 内在地, 固有地

peacock /ˈpiːkɒk/ *n.* 孔雀

pirouette /ˌpɪruˈet/ *v.* (芭蕾舞中的) 足尖旋转

built-in /bɪltˈɪn/ *adj.* 固有的; 内置的

varied /ˈveəriəd/ *adj.* 不同的, 各式各样的

court /kɔːt/ *v.* 求爱; 追求

courtship /ˈkɔːt-ʃɪp/ *n.* 求爱

abide /əˈbaɪd/ *v.* 遵守

inflame /ɪnˈfleɪm/ *v.* 加剧 (愤怒、兴奋等情感)



“La Loge” by Pierre-Auguste Renoir

2

The brain structure is called hypothalamus (下丘脑).

3

Pierre-Auguste Renoir is a French artist, a representative of the Impressionist style, who was well-known for his depiction of women.

The diversity of psychology’s perspectives

- 8 Psychology is also diverse in how psychologists study the various phenomena. To demonstrate this point, let us focus on just one topic, eating.
- 9 **Biological basis for eating.** The survival of every animal requires an adequate supply of energy and a number of specific **nutrients**, all derived from food. All animals have sophisticated internal mechanisms that monitor the availability of various nutrients. These mechanisms can, when the need arises, cause the animal to seek food.
- 10 But why do we feel hungry? Why do we stop eating? Part of the answer lies in a particular brain structure² responsible for the control of food **intake** and the **initiation** of feeding. If this region is damaged, animals do not eat unless force-fed. Another brain area tells the animal when to stop feeding. Surgically induced damage here causes rats to eat **voraciously**, until they finally reach a weight three times as great as before surgery. In human, **tumors** in this region have the same effect—leading to enormous **obesity**.
- 11 **Cultural influences on eating.** Cultural factors are also critical in deciding when and how much we eat.
- 12 Many of us put considerable effort into controlling our food intake, usually with the aim of achieving a particular body weight or fitting a specific clothing size. Usually, the desired body weight is lower than our current weight, leading to enormous popularity for dieting and exercise programs **geared** toward weight loss.
- 13 But what defines the ideal toward which so many people are **striving**? The answer lies in the different standards in different culture settings. The women painted by Renoir (1841–1919)³, for example, were considered beautiful in his day, but not beautiful enough to become today’s **supermodels**. In modern times, it is immensely difficult for overweight individuals to accept themselves as they are, because a world of **weight-obsessed** peers and parents, Hollywood screen **idols**, and fashion advertisements, all **celebrate** a level of thinness that is, for many of us, unnatural and unhealthy.
- 14 **Eating and the social world.** We are also influenced by the specific situations that we are in.

- 15 There are direct social influences on feeding. For example, we are more likely to eat when surrounded by others who are eating. A hen who has had her **fill** of grain will eagerly resume her meal if joined by other hens that are still hungry. Similar effects can easily be observed with humans.
- 16 Each of us is powerfully influenced by the people around us, so that how we act and what we think about ourselves are shaped by how they perceive us. That's why our bodily form—for example, how heavy or thin we are—is “shaped” by what others expect from us.
- 17 **Eating disorders.** Throughout psychology, we must understand that some of the differences among people unmistakably take us outside of the range that we can call “healthy.”
- 18 For example, in some cases, the desire to be thin can be so extreme that it leads to eating disorders with serious health complications. One such condition is **anorexia**, for which the defining feature is a “**relentless** pursuit of thinness through self-starvation, even unto death.” Anorexia affects up to 1% of young people in Western societies, almost all of them female.
- 19 What leads to anorexia? Some believe that the primary causes are psychological and reflect our culture's modern obsession with slimness. In other cases, the main cause may be a fear of **sexuality** or a fierce desire to assert some degree of personal **autonomy** and control⁴. Some even suggest that a genetic **predisposition** may be likely. In all cases, though, our understanding of feeding and hunger must include efforts toward understanding both the normal and the abnormal.
- 20 **Cognitive control over eating.** This may astonish you, but studies show that whether we eat or not is influenced by what we remember—in particular, our memory for what we have eaten recently.
- 21 A patient who suffered from **amnesia**—a disorder of memory produced by brain damage, was offered a full meal with the comment “Here's lunch.” When he had eaten his meal, the plate was removed. After a few minutes of conversation, when another full meal was provided with the same comment of “Here's lunch,” the patient again consumed it—he had forgotten a meal had been delivered. More importantly, when asked

diversity /daɪ'vɜːsɪtɪ/ *n.* 多样性
nutrient /'njuːtriənt/ *n.* 养分, 营养物
intake /'ɪnteɪk/ *n.* (食物、饮品等的) 摄入量
initiation /ɪ,nɪ'ʃi'eɪʃən/ *n.* 开始
voraciously /və'reɪfəsli/ *adv.* 狼吞虎咽地
tumor /'tju:mə/ *n.* 肿瘤
obesity /əʊ'biːsɪtɪ/ *n.* 肥胖
gear /gɪə/ *v.* 适合于某人/某事物
strive /straɪv/ *v.* 努力
supermodel /'su:pə,mɒdl/ *n.* 超级名模
weight-obsessed /,weɪtəb'sest/ *adj.* 极度在乎体重的
idol /'aɪdl/ *n.* 偶像
celebrate /'selɪbreɪt/ *v.* 赞美
fill /fɪl/ *n.* 足量
disorder /dɪs'ɔːdə/ *n.* 【医】紊乱, 失调
anorexia /,ænə'reksɪə/ *n.* 厌食症
relentless /rɪ'lentləs/ *adj.* 不间断的, 没完没了的
sexuality /,sekʃu'ælɪtɪ/ *n.* 性征; 性欲
autonomy /ɔː'tɒnəmi/ *n.* 自主; 自主权
predisposition /,prɪ'dɪspə'zɪʃən/ *n.* (行为方式的) 倾向; 易患某种疾病的倾向(体质)
amnesia /æm'niːziə/ *n.* 健忘症

4

Anorexia is a very interesting yet complicated issue in psychology. According to research, anorexics tend to keep their bodies from any outside affection, for the reasons that they can have their total control (of any desires); however, their behavior betrays their uncertainty and fear.

recollection /ˌrekəˈleɪʃən/ *n.* 回忆, 记起
preference /ˈprefərəns/ *n.* 偏爱
revolting /rɪˈvɔʊltɪŋ/ *adj.* 使人厌恶的, 令人作呕的
diminish /dɪˈmɪnɪʃ/ *v.* (使)减少
allure /əˈljʊə/ *n.* 诱惑力

immediately after his first meal how hungry he felt, the patient reported that he was fairly hungry. It seems that the subjective feeling of hunger is also shaped by the **recollection** of how long it has been since our last meal.

- 22 **The development of food preferences.** Besides how and how much people eat, it is also interesting to examine what people eat. And again we need to consider a wide range of factors.
- 23 Cultural factors: People in some cultures enjoy foods that seem utterly **revolting** to people in other cultural settings.
- 24 Cognitive factors: Some people who decide that eating meat is morally wrong come to view meat as disgusting.
- 25 Social factors: Think about what happens in the game of “I can eat a hotter pepper than you can.”
- 26 Interplay between learning and biology: Thai children only gradually come to enjoy the extreme spicy foods; American children slowly **diminish** their love of sweets and come to enjoy other foods that held no **allure** when they were young.
- 27 Biological factors: Infant’s facial expressions indicate that they prefer one taste (e.g. sweet) to another (e.g. bitter).
- 28 To sum up, if we are going to understand what, when, and how much people eat, we need to understand eating from many different perspectives. Each perspective is valid, but none is complete without the others.



RECOLLECTION

- 1 What topics does psychology cover? Can you list at least five topics according to the text?
- 2 Why do psychologists watch the living brain? In other words, what does the brain have to do with what we do, we know, and we feel?
- 3 How do contemporary psychologists study human brain?
- 4 What is the difference between the study of the brain and that of memory?
- 5 Do all human achievements depend on experience? Why are psychologists interested in the innate capacities of humans according to the text?
- 6 What does the example of the peacock indicate? What evidence suggests that humans also rely on built-in displays in their social interaction?
- 7 What human social behavior are psychologists interested in? What examples are given to illustrate the complexity of social behavior in human?
- 8 What are the diverse perspectives from which psychologists can study the various phenomena like eating?
- 9 What examples are given in the text to describe the biological basis for eating? What will happen if the brain structure that is responsible for the initiation of feeding is damaged?
- 10 How do cultural factors influence eating? Why do people try hard to achieve a level of being unhealthily slim?
- 11 Why are we more likely to eat when surrounded by others who are eating? What psychological implications are made here?
- 12 What serious side effect may result when people's desire to be thin goes to extremes? What are the symptoms of anorexia?
- 13 How does our memory influence our eating? What example is given in the text to illustrate the role our memory plays in eating?
- 14 What are the multiple factors that may influence the development of food preference?
- 15 "Thai children only gradually come to enjoy the extreme spicy foods; American children slowly diminish their love of sweets and come to enjoy other foods that held no allure when they were young." What do these examples show?



RANDOM HARVEST

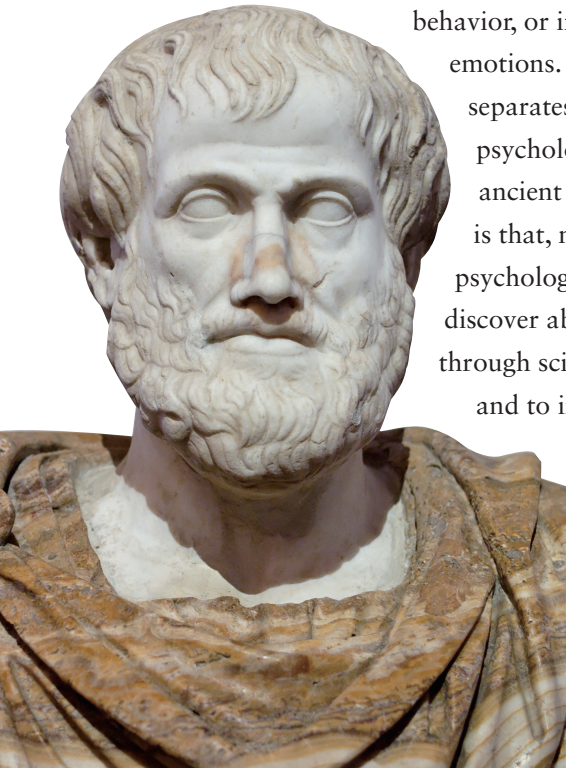
If we say psychology is a study of human mind and behavior, you will have no objections; however, an association with a study of the soul may puzzle you. What does psychology have to do with the soul? There may be at least two reasons. First, the word *psychology* is a combination of two Greek words, *psyche*, meaning the soul, and *logos*, referring to the study of a subject. Second, it did evolve out of the ancient debate on the

The Study of the Soul

soul among such Greek philosophers as Socrates (c. 469 B.C.–399 B.C.), Plato (c. 427 B.C.–c. 347 B.C.) and Aristotle (384 B.C.–322 B.C.), long before the word *psychology* appeared in the late 17th century.

Although Plato and Aristotle held radically different ideas about the nature of the soul, both emphasized the close relationship between the soul and people's perception, sensation, and action. Modern psychology no longer uses the word *soul* as its study object, but its

focus is still on human mind and behavior, or intelligence and emotions. What really separates modern psychology from ancient philosophy is that, modern psychology attempts to discover about the soul through scientific methods, and to interpret the soul in a more tangible way.



Perhaps the more you read about psychology, the more puzzled you will be—it seems psychology has a hand everywhere. Well, it is not an exaggeration to say that where there are thinking and doing people, there is a necessity for psychology. Now let's make a brief acquaintance with the nine major research areas.

When you come across topics like child development, adolescence,

Vast Research Areas in Psychology

adulthood, and old age, you are reading *developmental* psychology. If you wish to learn about interpersonal behavior and social influence, you may be interested in *social* psychology. *Educational* psychology, of course, studies learning and teaching. *Health* psychology, as we can imagine, is concerned about health and illness, the causation, prevention, and treatment. *Physiological* psychology examines the biological and physiological basis of behavior, for example, the relationship between certain brain structure and learning and memory. *Experimental* psychologists study the behavior of both humans and animals in universities or private research centers. *Cognitive* psychology focuses on “higher” mental processes, such as memory, reasoning, information processing, language, problem solving, decision making, and creativity. *Personality* psychology is interested in individual's consistency in behavior. Finally, if you are interested in various kinds of test, then you are interested in *psychometrics*.

Although the text has presented to us a wide range of psychological topics and multiple psychological

Diversity and Unity

perspectives, we have every reason to believe that the lists

are by no means exhaustive. In fact, anything about humans may have a connection to psychology. Now you may ask, “What is it that holds the field together? What gives the field its coherence?”

The answer has at least three parts. The first is the list of questions that psychologists pursue—all about why humans do what they do, feel what they feel, and think what they think. For example, why do many people label skinniness as beautiful? The second is concerned with what is in common among all the claims made by psychologists—all concerned with how the mind works and why behavior is as it is. For example, why did an honors college graduate kill himself? The third one has been touched upon previously. Psychologists, no matter what their perspectives—neurological, biological, social, cultural, and so on, all follow the format of a scientific study. Usually, a specific hypothesis should first be made in response to a particular inquiry, and then it must be tested against experiments of various types.



From the text we know that babies exhibit some innate capabilities, e.g. an initial awareness of numbers, and an inborn preference for sweet food. We have also learned that eating may fundamentally depend upon the function of certain brain areas, a damage to which may stimulate, or curb, or kill the appetite. Meanwhile, we have learned more about how environment—both natural and social—influences human behavior. In fact, psychologists often disagree with each other over who plays a crucial role in human behavior; sometimes the disagreement becomes a severe quarrel. One of the most famous quarrels took place 60 years ago over language ability—whether language is innate or learned? One polar held that it is not necessary to teach children language because they automatically speak when growing to a certain age, while the other polar insisted that children learn language through reinforcement.

If you are careful enough,

Nature vs. Nurture

you will find that most psychological inquiries are related to the nature vs. nurture debate. What decides one’s health and personality, the genes or the environment? What decides intelligence, parents or education? Such debate has been one of the oldest issues in psychology, and virtually in philosophy and many other disciplines as well since ancient times.

EXPLORATION

TASK 1

Read the comment on psychology, and answer the questions below it.

1

What is psychology about? It is about the soul; it is about the mind and the heart; it is about human behavior and the internal motive for the behavior; it is about intelligence and emotions; it is about consciousness and unconsciousness; it is about human—our *self*.

- 1 What is your understanding of the scope of psychology?
- 2 Are there differences among the different interpretations of psychology? How are they different? How are they related?
- 3 What topics are you most interested in? Why?

TASK 2

Read the psychological finding, and answer the questions below it.

2

Many years ago, researchers did an experiment in their lab to observe whether there was any difference in the amount of food rats ate when the level of nutrition was lowered. They added non-nutritive substance to rats' food. It was found that the less nutritious the food was, the more the rats ate—but the total caloric content they took was approximately the same.

- 1 From which psychological perspective was the experiment done?
- 2 Why do you think the rats ate more when the food was less nutritious?
- 3 Does any similar situation occur to human beings? Can you provide one or two examples in our daily life?

TASK 3

Read the comment on the difference between peacocks and humans, and answer the questions below it.

3

Peacocks have just one way of courting—spreading their tail feathers and hope for the best. Human males and females are flexible and much more complex, whether in courtship or in any other social interaction.

- 1 From which psychological perspective are these phenomena examined?
- 2 Some psychologists tend to treat human and animal behavior equally. To what degree do you think they are comparable?
- 3 To what degree do you think they are different?



TASK 4

Read the interesting phenomena, and answer the questions below it.

Many Europeans feel hungry for their main meal of the day in the early afternoon, while others on the continent—the French, for example—hunger for their main meal only in the evening. Most Americans grow hungry for dinner at 6:00 p.m. or so, while the British are likely to seek food a couple of hours earlier, at tea-time.



4

- 1 What do you think causes such differences?
- 2 Which group of psychologists may be interested in this?
- 3 Why are psychologists interested in such phenomena?

TASK 5

Read the passage, and finish the task by following the steps below it.

Psychology examines almost every aspect of human mind and behavior. The text has discussed the multiple perspectives of psychological research by focusing on one daily occurrence—eating. In fact the discussion can be extended to other common human behavior.

5

- Step 1** Review the multiple perspectives in psychological research on eating mentioned in the text.
- Step 2** Try to apply the theory to other common human behavior, say, sleeping, learning, etc.
- Step 3** Make a list of questions and/or phenomena that psychologists who take different perspectives may be interested in.

REFLECTION

TASK 1

Write a summary of about 250 words on the topic “What Is Psychology?” You need to cover:

- 1 a brief definition;
- 2 the range of research topics;
- 3 the research perspectives.

TASK 2

The following passage states three famous psychologists’ stances on the purpose of psychology. What psychological inquiries interest you most? Write an essay of no less than 250 words with the same title. Your essay should cover:

- 1 a brief summary—your interpretation of the three stances, highlighting their differences (within 80 words);
- 2 a list of two or three psychological inquiries that interest you most (within 50 words);
- 3 illustrations as to the importance of such inquiries to you and your peers.



WHAT IS THE PURPOSE OF PSYCHOLOGY?

• PSYCHOLOGIST 1

The purpose of psychology is to help people deal with emotional disorders. Psychology’s function is to diagnose a problem, and then through therapy, treat the problem. In all, psychology helps people gain mastery over unconscious impulses.

• PSYCHOLOGIST 2

The ultimate goal of psychology is to improve our species. To achieve it, we must try to discover the laws of human behavior and personality through careful scientific study. The most effective method to treat patients or to correct bad behavior is through reinforcement—reward and punishment.

• PSYCHOLOGIST 3

Psychology must shift its focus from disease to health. The goal of psychology, in my view, is to find a positive way in which we help people achieve their full potential. I believe that the mission of psychologists is to help individuals attain self-actualization.

(Let’s see if you will find out who the three psychologists are at the end of Part 1.)



10

WAYS Psychology

Can Improve Your Life: Practical Ways to Apply Psychology in Everyday Life⁵

¹ Do you think that psychology is just for students, academics, and therapists? Then think again. Because psychology is both an applied and a theoretical subject, it can be utilized in a number of ways. While research studies aren't exactly light reading material for the average person, the results of these experiments and studies can have important applications in daily life. The following are some of the top 10 practical uses for psychology in everyday life.

1 Get motivated

² Whether your goal is to quit smoking, lose weight, or learn a new language, some lessons from psychology offer tips for getting motivated. In order to increase your motivational levels when approaching a task, utilize some of the following tips derived from research in cognitive and educational psychology:

- Introduce new or novel elements to keep your interest high.
- Vary the sequence to help stave off boredom.
- Learn new things that build on your existing knowledge.
- Set clear goals that are directly related to the task.
- Reward yourself for a job well done.

2 Improve your leadership skills

³ It doesn't matter if you are an office manager or a volunteer at a local youth group, having good leadership skills will probably be essential at some point in your life. Not everyone is a born leader, but a few simple tips gleaned from psychological research can help you improve your leadership skills. One of the most famous studies on this topic looked at three distinct leadership styles. Based on the findings of this study and subsequent research, practice some of the following when you are in a leadership position:

- Offer clear guidance, but allow group members to voice opinions.
- Talk about possible solutions to problems with members of the group.
- Focus on stimulating ideas and be willing to reward creativity.

⁵

The text is written by Kendra Cherry, a writer and educator who specializes in making psychology more understandable for students. She is the author of *The Everything Psychology Book: Explore the Human Psyche and Understand Why We Do the Things We Do*. She has written about diverse topics in psychology including personality, social behavior, child therapy, research methods, etc.



3 Become a better communicator

4 Communication involves much more than how you speak or write. Research suggests that nonverbal signals make up a huge portion of our interpersonal communication. In order to communicate your message effectively, you need to learn how to express yourself nonverbally and to read the nonverbal cues of those around you. A few key strategies include the following:

- Use good eye contact.
- Start noticing nonverbal signals in others.
- Learn to use your tone of voice to reinforce your message.

4 Learn to better understand others

5 Much like nonverbal communication, your ability to understand your emotions and the emotions of those around you plays an important role in your relationships and professional life. The term “emotional intelligence” refers to your ability to understand both your own emotions as well as those of other people. Your emotional intelligence (EI) quotient is a measure of this ability. According to psychologist Daniel Goleman (1946–), your EQ may actually be more important than your IQ.

6 What can you do to become more emotionally intelligent? Consider some of the following strategies:

- Carefully assess your own emotional reactions.
- Record your experience and emotions in a journal.
- Try to see situations from the perspective of another person.

5 Make more accurate decisions

7 Research in cognitive psychology has provided a wealth of information about decision making. By applying these strategies to your own life, you can learn to make wiser choices. The next time you need to make a big decision, try using some of the following techniques:

- Try using the “six thinking hats” approach by looking at the situation from multiple points of view, including rational, emotional, intuitive, creative, positive, and negative perspectives.
- Consider the potential costs and benefits of a decision.
- Employ a grid analysis technique that gives a score for how a particular decision will satisfy specific requirements you may have.

6 Improve your memory

8 Have you ever wondered why you can remember exact details from childhood events yet forget the name of the new client you met yesterday? Research on how we form new memories as well as how and why we forget has led to a number of findings that can be applied directly in your daily life. What are some ways you can increase your memory power?

- Focus on the information.
- Rehearse what you have learned.
- Eliminate distractions.



7 Make wiser financial decisions

⁹ Nobel Prize winning psychologists Daniel Kahneman (1934–) and Amos Tversky (1937–1996) conducted a series of studies that looked at how people manage uncertainty and risk when making decisions. Subsequent research in this area known as behavior economics has yielded some key findings that you can use to make wiser money management choices. One study found that workers could more than triple their savings by utilizing some of the following strategies:

- Don't procrastinate! Start investing in savings now.
- Commit in advance to devote portions of your future earnings to your retirement savings.
- Try to be aware of personal biases that may lead to poor money choices.

8 Get better grades

- ¹⁰ The next time you are tempted to complain about pop quizzes, midterms, or final exams, consider this—research has demonstrated that taking tests actually helps you better remember what you have learned, even if it wasn't covered in the test.
- ¹¹ Another study found that repeated test-taking may be a better memory aid than studying. Students who were tested repeatedly were able to recall 61 percent of the material while those who were not recalled only 40 percent. How can you apply these findings to your own life? When trying to learn new information, self-test frequently in order to cement what you have learned into your memory.

9 Become more productive

¹² Sometimes it seems like there are thousands of books, blogs, and magazine articles telling us how to get more done in a day, but how much of this advice is founded on actual research? For example, think about the number of times you have heard that multitasking can help you become more productive. In reality, research has found that trying to perform more than one task at the same time seriously impairs speed, accuracy, and productivity. So what lessons from psychology can you use to increase your productivity? Consider some of the following:

- Avoid multitasking when working on complex or dangerous tasks.
- Focus on the task at hand.
- Eliminate distractions.

10 Be healthier

¹³ Psychology can also be a useful tool for improving your overall health. From ways to encourage exercise and better nutrition to new treatments for depression, the field of health psychology offers a wealth of beneficial strategies that can help you to be healthier and happier. Some examples that you can apply directly to your own life are as follows:

- Studies have shown that both sunlight and artificial light can reduce the symptoms of seasonal affective disorder.
- Research has demonstrated that exercise can be an effective treatment for depression as well as other mental disorders.
- Studies have found that helping people understand the risks of unhealthy behavior can lead to healthier choices.

