

HUMAN DEVELOPMENT FUTURES (Views of Psychologists)

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THEORIST	THEORY	IMPLIED 21st CENTURY FUTURES
<ul style="list-style-type: none"> • Adler, Alfred (1870 – 1937) 	<ul style="list-style-type: none"> • Values-Oriented Psychology: A socially responsible psychology in a field that frequently caters to self-centeredness or uninhibited aggression; developed knowledge about inferiority versus superiority 	<ul style="list-style-type: none"> • A value-oriented human development is key for creating more desirable futures; humans will continue to strive for superiority
<ul style="list-style-type: none"> • Bandura, Albert (1925-) 	<ul style="list-style-type: none"> • Social Cognitive & Self-Efficacy Theories: Humans are cognitive beings, they process information from their environment which causes their continuous development; how people perceive a situation defines their reaction to it (efficacy – people are more likely to engage in a behavior if they believe they can be successful) 	<ul style="list-style-type: none"> • An information and knowledge society will evolve human learning faster than previous eras; Bandura's outcome efficacy theory provides a method for judging the way humans decide, act, plan, and create alternative futures
<ul style="list-style-type: none"> • Berne, Eric (1910-1970) 	<ul style="list-style-type: none"> • Transactional Analysis Founder: A method of diagnosis and treatment; concepts of Parent, Adult, & Child, structural analysis, and ego states 	<ul style="list-style-type: none"> • Alternative self-dialogs expand one's futures and understanding of one's self & others' changing evolution
<ul style="list-style-type: none"> • Bronfenbrenner, Urie (1917-) 	<ul style="list-style-type: none"> • Experimental Ecological Theory of Development: The developing person is embedded in a series of environmental systems that interact with each other and with the individual to influence development; developmental ecology through space and time, future perspective; bio-ecological model from a life course perspective 	<ul style="list-style-type: none"> • People continue to develop over time; human develop progressively through mutual accommodation (throughout the life-span) to human change and the environment; to achieve more desirable futures, society needs to move toward life-long education
<ul style="list-style-type: none"> • Bruner, Jerome Seymour (1915 -) & Piaget, Jean 	<ul style="list-style-type: none"> • Shape of Human Development: Development occurs as a series of discontinuous steps (versus continuous change); both shapes evolve over time along an envelope shaped s-curve 	<ul style="list-style-type: none"> • Human development can break through a past s-curve and start a new higher level s-curve; learning must be connected, not disjointed
<ul style="list-style-type: none"> • Cattell, Raymond (1905-1998) 	<ul style="list-style-type: none"> • Personality Theory: Introduced Factor Analysis in the study of societal implications; discovered that the personality sphere could not be described by the few concepts or even by the rough factorings into three or four dimensions 	<ul style="list-style-type: none"> • Human personality knowledge continues to expand through the use of factor analysis, and its complexity grows
<ul style="list-style-type: none"> • Darwin, Charles (1809-1882) 	<ul style="list-style-type: none"> • Theory of Evolution: Humans evolved from earlier life forms 	<ul style="list-style-type: none"> • Evolution continues and accelerates as humans gain knowledge to intervene and advance the human race; genetic-reengineering to change gene line
<ul style="list-style-type: none"> • Erikson, Erik (1902-1994) 	<ul style="list-style-type: none"> • Psychosocial Development Theory: Revised Freud's theory, placing more emphasis on social influences, emphasizing the ego, and a more positive view of human nature and applying it across the total life span; defined eight stages of human development; Erikson's main contribution has been to bridge the gap between theories of psychoanalysis and the problems of human development, which emphasize private emotions, and the broader social influences that bear upon 	<ul style="list-style-type: none"> • As we live longer, social influences have more impact on our life span than early life does; Erikson holds that people grow through experiencing a series of crises, they must achieve trust, autonomy, initiative, competence, their own identity, generativity (or productivity), integrity, and acceptance through education; human development needs strong healthy ego development

	the individual; first psychoanalyst to study the way a healthy person functions	throughout each psychological stage of development
• Freud, Anna (1895-1982)	• Social Work & Children's Psychoanalytic Theory (Pioneer): Adolescent intellectualization	• Children at risk need more professional assistance
• Freud, Sigmund (1856-1939)	• Psychoanalytic Theory & Strategies: The father of Psychoanalysis; people are driven by motives and emotions they are largely unaware of, and which are shaped by earliest life experiences; understanding early childhood development prepares the child for life	• Implies we need more education earlier in life; society needs to learn how to educate the unconscious for the future; the goal of therapy is to make the unconscious conscious and integrate the unconscious with the conscious
• Gibb, Jack (1914-1995)	Trust Level Theory (Humanistic Psychology): Grandfather of organizational development; Trust, a vision for human relationships; self-confidence is the result of a successfully survived risk; theory provides a guiding function	• Needed are more theories on the future of human, organizational, team development to guide our and our organization's development
• Gilligan, Carol (1936 -)	• Feminist Moral Development & Women's Voice Theory: Validated a range of human emotions and behaviors that previously was treated pejoratively as "female"; outlined 3 stages of moral development; 1) a selfish stage, 2) a belief in conventional morality, and 3) post-conventional; outlined a progression from selfish, to social, to principled morality	• Provides a rationale for forecasting that the 21 st century will go down in history as the "women's century"; Gilligan's theory provides the basis for a transformational paradigm for what it means to be human based on providing a map for moral development and a basis for rethinking ethics for the future
• Glasser, William (1925-)	• Reality Theory, Choice Theory, and Control Theory: Premise, regardless of what has happened to us in our lives we can choose behaviors that will help us meet our needs effectively in the future	• The futures we will experience tend to be those that we choose
• Hegel, Georg Wilhelm Frederick (1770-1831)	• Dialectics, Phenomenology of the Mind, Ethics, ... Theories: Reality consists of ideas; ideas are always in a state of dialectic change	• Ideas about the future continually evolve with dialectic considerations of new knowledge's impact on trends, possible alternatives, and breakthroughs
• Horney, Karen (1885-1952)	• Object Relationships Theory: First feminist voice against Freud's male dominated views; a psychoanalyst's views of interpersonal dynamics; a matriarchal posture	• Society must evolve beyond the idea that women are a second-class citizen group at all levels and in all nations
• Hume, David (1711 – 1776)	• Human Nature Philosopher: Pioneer philosopher on moral and ethics	• Ethical and moral education and judgments are key for the future
• Jowitt, Ken	• Barricaded Ethnic Identity Theory: Social psychology (comparative politics) that deny individuals the right to decide their degree of participation, deny entry to outsiders, and consider any exit to be high treason; prone to violence when barricaded groups come into conflict with other ethnic groups, issues of group honor become matters of life and death	• Ethnic identity theory of closed societies explains much of the current events of America's war against terrorism and especially the philosophy of the Taliban and Al Qaeda; an attempt to force society into a 7 th to 10 th century closed society mold & philosophy
• Jung, Carl (1875 - 1961)	• Divisions of Consciousness Theory: Personality can be divided into three levels of consciousness:	• The language of futures and the internalizing of possible futures is

	conscious ego, personal unconscious (adaptive function), and collective unconsciousness; truth needs a human language that alters with the spirit of the times; archetypes (predispositions) to think and act in particular ways helps us understand the human condition	growing too slowly; personality is more than a product of experiences; it can be advanced through the evolution of knowledge common to all through life-long education over many generations
• Kahneman, D. (1934-), Tversky, A. (1937-1996)	• Prospect Theory: A theory of preferences among outcomes involving risk	• A theory of choice for what's preferable for the future; an aid in deciding possible, probable, and preferable futures
• Kant, Immanuel (1724-1804)	• Transcendental, Analytic, and Dialectic Philosophy: Reason is our faculty to make inferences and identify the basis for every truth	• Basis of growth and cognitive development of an individual's knowledge and questioning
• Kelly, George (1905-1967)	• Constructive Alternativism (Personal Construct Psychologist & Futurist): A person's processes are psychologically channeled by the way in which one anticipates events; there are always multiple ways that an individual views the world; the validity of any mind construct is measured by its success in anticipating aspects of the future (predictive efficiency)	• The more one's future is anticipated, the more its desirable likelihood comes about; no one needs to be a victim of events or history unless they allow it in their mind; to obtain new freedoms allows one's mind to understand possible futures so that a choice of a better future to work toward results
• Klein, Melanie (1882-1960)	• Psychiatrist: Children are concerned about building social relationships	• Schools should allow more time for guided building of social relationships
• Kohlberg, Lawrence (1927-1987)	• Theory of Moral Development: People progress in moral reasoning & ethical behavior through six identifiable stages (1- obedience and punishment, 2- individualism, instrumentalism, and exchange, 3- "good boy/girl," 4- law and order, 5- social contract, and 6- principled conscience)	• Education (worldwide) needs to continually bring adults to the sixth stage of moral development, as social, economic, political, cultural, and technological change occurs
• Lewin, Kurt (1890-1947)	• Modern Social Psychology Founder: Provided significant understanding of an entire discipline -- group dynamics and action research	• Future human development depends upon group dynamics
• Mahler, Margaret (1897-1985)	• Object Relations Theory: Emphasized mental representations of self and others as a focus on interpersonal aspects of development	• To differences in others, society needs more education on interpersonal aspects of development
• Maslow, Abraham (1908 – 1970)	• Humanistic Psychology Theory: Advanced human potential concepts of a hierarchy of needs (physiological, safety/security, belongingness and love, esteem, cognitive, aesthetic, self-actualization, transcendence); human nature is not nearly as bad as it has been thought to be	• People will develop towards more humanistic trends; in the future, society needs self-actualizing people rather than workers waiting for managers to define what they are to do
• Pavlov, Ivan (1849 - 1936)	• Classical Conditioning: Human development influenced by involuntary responses	• People need more "programming" of their minds so that their involuntary responses are more socially acceptable
• Piaget, Jean (1896-1980)	• Cognitive Development Theory: Intelligence is a developmental process that helps organisms adapt to their environment	• As change comes faster and the world becomes more complex and chaotic, humans will adapt
• Rogers, Carl (1902-1987)	• Personality & Free Will Theory: Development is concerned with "empathy," "reflection,"	• Human beings continue to be capable of evaluating the outer and inner

	"unconditional positive regard and love," and "self-actualization" is concerned with improving the human condition (Client-Centered Psychotherapy Theory); encouraged a humane and ethical treatment of persons; psychology is a human science rather than a natural science	situation, understanding themselves in their context, making constructive choices as to the next steps in life, and acting on those choices; a foundation for understanding & enhancing future relationships
• Skinner, B. F. (1904-1990)	• Operant Conditioning Theory: Human development is the continual acquisition of new habits of behavior, and learned behaviors are controlled by external stimuli; influenced by responses to social, economic, political, and technological (SEPT) environments	• Implies people need continual learning to do socially acceptable behavior in a fast changing world; behavior is affected by its consequences; need more SEPT stimuli that elicit socially acceptable responses
• Sullivan, Harry S. (1892-1949)	• Interpersonal Therapy (IPT): Personality develops from social and cultural contexts	• Education must re-culturalize students for the new eras/ages that they will live in
• Thorndike, Edward (1874-1949)	• Connectionism - The Psychology of Learning: Consists of three primary laws: (1) law of effect - responses to a situation followed by a reward will be strengthened and become habitual responses to that situation, (2) law of readiness - a series of responses can be chained together to satisfy some goal which will result in annoyance if blocked, and (3) law of exercise - connections become strengthened with practice and weakened when practice is discontinued	• Education needs to provide rewards beyond grades at each stage of learning
• von Goethe, Johann Wolfgang (1749-1832)	• Gestalt Theory: Broadly interdisciplinary and a general theory which provides a framework for a wide variety of psychological phenomena, processes, and applications; human beings are viewed as open systems in active interaction with their environment	• Gestalt theory is especially suited for understanding the future order and structure in psychological events; forecasting can be characterized by appropriate substantive organization, restructuring, and centering of the given ('insight') in the direction of the future
• Vico, Giambattista (1668-1744)	• Historian, Social Psychologist, and Ethnology Pioneer: "Everything is history"; historical laws (trends) control evolving histories	• Provides a theoretical foundation for writing future histories
• Vygotsky, Lev (1896 - 1934)	• Cognitive Theory: Children's minds are shaped by the particular social and historical context in which they live and by their interaction with adults; social interaction plays a fundamental role in the development of cognition	• Implies that if we desire a saner global society, then the developed nations need to support education and social environments; the potential for cognitive development is limited to a "zone of proximal development" (the area of exploration for which the person is cognitively prepared), but requires help and social interaction to fully develop
• Watson, John B. (1878-1958)	• Behaviorism: Human development and functioning based are upon overt behaviors; conditioning is the process of learning to react to the environment; instigated the Behaviorist movement in psychology; individuals' actions do not necessarily agree with their expressed beliefs	• Implies we need more experiential learning/schooling to learn socially acceptable behavior in a fast changing world; media creates an environment we react to; we need to be more proactive than reactive

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