## Contents

Introduction: Status of the Field, Trends, Issues, and Tasks)	CXIII
Ervin Staub	
PART I GENERAL THEORETICAL APPROACHES	
Introduction	3
Janusz Reykowski	
Chapter 1	
American Study of Helping Behavior: What? Why? and	
Where?	5
Daniel Bar-Tal	
1. Introduction	5
2. Helping Behavior: What?	6
2.1. Origins of Helping Behavior Research	6
2.2. Directions of Study of Helping Behavior	7
3. Helping Behavior: Why?	15
3.1. Emergence of Helping Behavior Research	15
3.2. Nature of Helping Behavior Research	16
4. Helping Behavior: Where?	19
4.1. Research Derived from a Theory	19
4.2. Methods of Research	19
4.3. Social Context	20
4.4. Interdisciplinary Approach	20
4.5. Relevance	21
5. References	22

xii CONTENTS

Chapter 2	
Notes toward an Interactionist-Motivational Theory of the Determinants and Development of (Pro)Social Behavior	29
Ervin Staub	
<ol> <li>Introduction</li></ol>	29 31 33
Determination of Behavior	35
5. Research Supporting and Testing the Theoretical Model	37
6. The Development of Social Behavior and Personal Goals	41
6.1. The Development of Specific Goals in Children	41 42
7. The Effects of Existing Personality on Further Development	44
7.1. Children Shaping Their Own Environment	44
7.2. Socialization, Existing Personality, and Principles of	
Change	45 47
Chapter 3	
Spatial Organization of a Cognitive System and Intrinsic Prosocial Motivation	51
Janusz Reykowski	
<ol> <li>Introduction</li> <li>Initial Assumptions</li> <li>A Model of a Cognitive System: Multidimensional Space</li> <li>Representation of Social Objects in a Cognitive System</li> <li>Personal Involvement as a Function of Psychological Distance</li> <li>Whom Shall We Help?</li> <li>Some Complications of the Theory of Psychological Distance</li> <li>Concluding Remarks</li> <li>References</li> </ol>	51 52 53 57 60 65 67 70 72
PART II DEVELOPMENTAL ASPECTS	
Introduction	77
Frain Staub	

CONTENTS xiii

Chapter 4	
ROOTS, MOTIVES, AND PATTERNS IN CHILDREN'S PROSOCIAL BEHAVIOR	81
Marian Radke-Yarrow and Carolyn Zahn-Waxler	
<ol> <li>Introduction</li> <li>Subjects</li> <li>Procedures</li> <li>Findings</li> <li>4.1. Early Development</li> <li>4.2. Individuality in Development</li> <li>4.3. Rearing Influences on Prosocial Behavior</li> <li>Concluding Comments</li> <li>References</li> </ol>	81 83 84 87 87 92 94 97
Chapter 5	
Prosocial Behavior in the Preschool Years: Methodological and Conceptual Issues	101
Nancy Eisenberg, Ellen Cameron, and Kelly Tryon	
<ol> <li>Introduction</li> <li>The Classification of Types of Prosocial Responses</li> <li>The Research</li> <li>Methodological Issues</li> <li>Spontaneous versus "Asked-for" Prosocial Behaviors</li> <li>The Research</li> <li>Implications of the Research on Spontaneous and "Asked-for" Behaviors</li> <li>Conclusion</li> <li>References</li> </ol>	101 102 105 106 107 108 112 114
o. References	117
Chapter 6	
Parent Discipline, Moral Internalization, and Development of Prosocial Motivation	117
Martin L. Hoffman	
Introduction     Moral Internalization and Moral Motivation	

xiv CONTENTS

	2.1. Why Is Discipline Important?	119
_	2.2. Generalizations from Research	120
3.	0 11	101
	Internalization	121
	Discipline Encounters	121
	3.2. What Happens between Discipline Encounters and Moral	121
	Encounters?	126
	3.3. Introduction of the Moral Dimension in Early Discipline	
	Encounters	131
	3.4. Relation to Development of Empathy	133
	Summary and Concluding Remarks	134
5.	References	136
	apter 7	
	ocus of Attention and Altruism: Endocentric and	
	COCENTRIC SOURCES OF ALTRUISTIC BEHAVIOR	139
Jет	rzy Karylowski	
1	Introduction	139
	Endocentric versus Exocentric Sources of Altruism: The	139
۷.	Measurement of Individual Differences	142
3	Childrearing Antecedences of Endocentric and Exocentric	172
٠.	Altruism	144
4.	Endocentric versus Exocentric Sources of Altruism: An	
	Experimental Approach	146
5.	Endocentric versus Exocentric Motivation and Psychological	
	Reactance	149
6.	Conclusions	152
7.	References	153
Cl	apter 8	
Rı	EGULATORY THEORY OF PERSONALITY AND THE DEVELOPMENT OF	
	ROSOCIAL BEHAVIORS	155
$G_{i}$	razyna Kochanska	
Ο,	waytu Tooliinotu	
	Introduction	155
2.	The Regulatory Theory of Personality: General Model	156
	2.1. Emotional-Drive Mechanisms	
	2.2. The Self-Structure	157
	2.3. The Value System and the Operational System: The	
	Twofold Nature of the Cognitive System	157

CONTENTS xv

3. Motivational Role of the Personality Organizations	
3.1. The Emotional-Drive Mechanisms	
3.2. The Self-Structure	
3.3. The Value System	. 159
4. Regulatory Theory of Personality and the Regulation of	. 139
Prosocial Behavior	. 160
4.1. Emotional-Drive Mechanisms and Prosocial Behaviors	
4.2. Self-Structure and Prosocial Behaviors	
4.3. Value System and Prosocial Behaviors	
4.4. Operational System and Prosocial Behaviors	
5. Some General Conclusions: The Multimotivational Nature of	
Prosocial Behaviors	. 166
6. References	. 175
Chapter 9	
DEVELOPMENT OF COOPERATION AND HELP-SEEKING ACTIVITIES: AN	7
ACTION THEORETICAL APPROACH	. 177
Louis Oppenheimer and Jan Heller	
Louis Oppennemer unu jun Mener	
1. Introduction	. 177
1.1. Cognition and Social Behavior	. 178
1.2. The Individual-Environment Relationship	. 179
2. The Action Theoretical Approcah	180
2.1. The Plan of Action	. 181
2.2. Help-Seeking Activities and the Action Theoretical	
Approach	
3. Research from an Action Theoretical Perspective	. 184
3.1. Research on Components of the Plan of Action	
3.2. Methods of Goal Attainment	
3.3. Procedure and Subjects	
3.4. Results	
3.5. Discussion	
4. General Discussion and Conclusions	
5. References	. 198
Classica 10	
Chapter 10	
THE DEVELOPMENT OF CAPACITY FOR ALTRUISM AS A FUNCTION OF	
OBJECT RELATIONS DEVELOPMENT AND VICISSITUDES	. 201
Ruth Sharabany	
1. Introduction	. 201

xvi CONTENTS

	Motivation for Altruism	202
3.		203
4.	Infancy	204
5.	Childhood: The Crib of Friendship	208
	5.1. Contribution of Inner Objects	208
	5.2. Contribution of New Objects	209
6.	Adolescence: Opposite-Sex Friend	211
	6.1. Broadening Concept of the Other	211
	6.2. A Model that Emphasizes Intimacy	212
	6.3. A Model that Emphasizes Identity	213
7.	Adulthood: Individual Differences	215
8.		217
	References	219
٠.	References	
	PART III DETERMINANTS OF PROSOCIAL BEHAVIOR	
	TIME IN DELEGIONATION OF TROOD CHILD DELEGION	
In	TRODUCTION	225
Ian	usz Reykowski and Jerzy Karylowski	
,		
<u> </u>	1 11	
Cn	apter 11	
In	TERNALIZED VALUES AS MOTIVATORS OF ALTRUISM	229
Sh	alom H. Schwartz and Judith A. Howard	
1	Introduction	229
	The Value-Based Decision-Making Model	232
۷.	2.1. Attention	232
	2.2. Generation of Feelings of Obligation	233
		235
	2.3. Anticipatory Evaluation	
	2.4. Defense	236
_	2.5. Behavior	238
3.	Issues in the Study of Feelings of Moral Obligation	238
	3.1. The Relation of Personal Norms to Values	238
	3.2. Measuring Feelings of Moral Obligation	241
4.	Altruism, Moral Values, and Intrinsic Motivation	250
	4.1. Personal Norms as an Intrinsic Source of Motivation	251
	4.2. Undermining Intrinsic Motivation and Boomerangs	
	against Helping Appeals	252
<b>=</b>	Concluding Remarks	253
Э.	Concidentify Itelliania	

CONTENTS xvii

	Chapter 12	
	Freedom of Choice and Moral Behavior	257
	Miroslaw Kofta	
	<ol> <li>Theoretical Introduction</li> <li>Freedom of Choice and Aggression</li> <li>Freedom of Choice and Response to the Request for Help</li> <li>Concluding Remarks</li> <li>References</li> </ol>	260 263 266
	Chapter 13	
	THE ALTRUISTIC PERSONALITY: EVIDENCE FROM LABORATORY, NATURALISTIC, AND SELF-REPORT PERSPECTIVES	271
	J. Philippe Rushton	
	Introduction     Evidence from Controlled Laboratory Investigations     2.1. Evidence for Consistency     2.2. Motivations for Altruism     2.3. Summary	<ul><li>272</li><li>272</li><li>275</li><li>278</li></ul>
	3. Evidence from Naturalistic Studies of Community Volunteers . 3.1. Empathy	279 279 280 280
	Altruism	281 281 283 284 286
	5. Conclusions 6. References 6.	286 287
	Chapter 14	
X	Competence and Helping: Notes toward a Model	291
	Elizabeth Midlarsky	
	<ol> <li>Introduction</li></ol>	291 292

xviii CONTENTS

3.	Supporting Evidence	
4. 5.	Conclusion	305 306
Ch	apter 15	
Aı	TRUISM AND PATTERNS OF SOCIAL INTERACTION	309
На	ns Werner Bierhoff	
2. 3. 4. 5.	Introduction	309 310 313 315 316 318 319
	napter 16	017
	HELPFULNESS OF URBAN VILLAGERS	273
	narles Korte	020
1. 2. 3.	Introduction	326 329
	PART IV HELP SEEKING AND HELP RECEIVING	
In	TRODUCTION	335
Dι	nniel Bar-Tal	
Cl	napter 17	
	ELP SEEKING AND SOCIAL INTERACTION: PERSON, SITUATION, AND ROCESS CONSIDERATIONS	337
Ве	ella M. DePaulo, Vicki Leiphart, and W. R. Dull	
	Introduction	

$\sim$	$\neg$	ırı	FN	TT	c

X	D

<ol> <li>Study 2: The Sounds of Shyness</li></ol>	. 349
Seeking.  6. Summary and Conclusions.  7. References	. 353 . 354
Chapter 18	
SOME PARADOXICAL STATUS IMPLICATIONS OF HELPING AND BEING HELPED	. 359
Sidney Rosen	
<ol> <li>Introduction</li></ol>	
2.1. Preexisting Relationships among Nonpeers	361
2.2. Preexisting Peer and Close Relationships	363
<ol> <li>Self-Esteem as a Personal Moderator</li> <li>Some Effects of Efficacy- versus Empathy-Based Helping on</li> </ol>	365
Self-Other Evaluations	
5. Further Avenues for Needed Research	
6. Conclusions	
Chapter 19	
THE DARKER SIDE OF HELPING: THE SOCIAL DYNAMICS OF HELPING AND COOPERATION.	
Stephen Worchel	
1. Introduction	
2. The Interpersonal Dynamics of Helping	
<ul><li>3. Power: A Motive for Helping</li><li>4. Learning to Help</li></ul>	
5. The Psychology of Receiving Help	
6. Power, Helping, and Intergroup Relations	
7. Cooperation: An Alternative to Helping	
8. Helping, Cooperation, and Intergroup Relations: An	200
Experimental Examination	
10. The Helping Dilemma: Some Concluding Remarks	392
11. References	

xx CONTENTS

Chapter 20	
EFFECTS OF DONOR–RECIPIENT RELATIONSHIPS ON RECIPIENTS' REACTIONS TO AID	397
Arie Nadler and Jeffrey D. Fisher	
<ol> <li>Introduction.</li> <li>Recipients' Reactions to Aid: Theory and Research.</li> <li>2.1. Equity.</li> <li>2.2. Reactance.</li> <li>2.3. Attribution Theories</li> <li>2.4. Threat to Self-Esteem</li> <li>Donor-Recipient Relations and Recipients' Reactions to Aid.</li> <li>3.1. Overall Quality of Donor-Recipient Relations.</li> <li>3.2. Donor-Recipient Similarity: The Comparison Stress in Aid.</li> <li>Donor-Recipient Similarity and Overall Quality of Relations.</li> <li>4.1. An Overall View.</li> <li>4.2. Toward Integration.</li> <li>4.3. Links with Past Research and Theory.</li> <li>Concluding Remarks.</li> <li>References.</li> </ol>	397 398 399 400 400 402 405 410 411 414 415 416
PART V APPLICATIONS OF KNOWLEDGE ABOUT PROSOCIAL BEHAVIOR	
Introduction	421
Jerzy Karylowski and Daniel Bar-Tal	
Chapter 21 ENHANCING PROSOCIAL BEHAVIOR THROUGH COOPERATIVE LEARNING IN THE CLASSROOM	423
Rachel Hertz-Lazarowitz and Shlomo Sharan	120
Introduction.     1.1. The Classroom: A Social World of Childhood     1.2. How Do Schools Make a Difference?  1.3. Conceptual Overview of the Group Investigation Model in Conceptual Corping.	423 424 426
Cooperative Learning	427 430 430 431

CONTENTS xxi

	Conclusions and Thoughts about Future Research      References	439 441
	Chapter 22	
	Community as Target: A New Perspective to Research on Prosocial Behavior	445
	Durganand Sinha	
	1. Western Perspective	445 450 454
X	Chapter 23	
$\times$	Bystander Intervention in Crimes: Research and Application	457
	Leonard Bickman	
:	1. Introduction  1.1. Victimization Surveys  1.2. Experimentation  1.3. Hypothetical Events  2. Citizen Crime Reporting Projects (CCRPs)  2.1. Research Methodology  2.2. Analysis of Project Treatment of Nonreporting  2.3. Conclusions  3. References	457 458 459 460 460 463 468 470
5° (	Chapter 24	
	LEARNING TO "GIVE TO UNNAMED STRANGERS": THE PROCESS OF COMMITMENT TO REGULAR BLOOD DONATION	471
j	lane Allyn Piliavin, Dorcas E. Evans, and Peter Callero	
	1. Introduction	471 472 473 474 476 476

xxii CONTENTS

<ul><li>2.3. Predicting Behavioral Commitment</li></ul>	
at First Donation	
3. Summary	 489
References	
Author Index	 493
Gubject Index	 503