

Index

- AAA model of performances (accurate, adroit, apt), 95–6, 109, 128, 176
- AAAA model of performers (accurate, adroit, apt, assurance), 107, 111
- action phase theory. *See* Rubicon model of action phases
- Affect Infusion Model, 163–4
- agency
 moral, 63–4
 result of triadic relationship, 8
 as self-regulation, 8, 10
- akrasia*, 167
- Alfano, Mark, 63–4, 146–9, 176
- Annas, Julia
 articulation of expert knowledge, 56–7
 intellectual components of virtues, 79–81
 necessary elements of genuine skills, 53–6
 overemphasizing the role of deliberative processes in expertise, 53
 singular virtue of living life well, 83
 vice, 91
 virtue as skill, 8
 virtuous activity as pleasant, 97
- Arendt, Hannah, 175
- Aristotle
 conditions for acting as a virtuous person, 103
 continence, 91–2
 difference between *techné* and *phronesis*, 121, 124, 132
 human beings as social animals, 142n 56
 intentionally acting wrongly, 106
 performance evaluation, 105n 27
 role of communities in flourishing, 175
 role of experience in practical wisdom, 138
 role of feedback in virtue acquisition, 67
 skills and virtues, 2, 59, 94, 104
 virtuous activity as pleasant, 97
- articulation of expert knowledge
 compared with moral knowledge, 82n 56
 difference between performance and explanation, 45–6, 79
- in Dreyfus model of skill acquisition, 50
 Julia Annas on, 56–7
 limited due to automatic processes, 44–5
 linked to deliberate practice, 46
 in nursing, 82
 realistic expectations for, 47
 teachability of skills, 54
- articulation of moral knowledge
 compared to linguistic competence, 82
 compared with expert knowledge, 82n 56
 explicit or implicit grasp of underlying principles, 81
 intellectual requirements, 80
 lack of, 80
 not required for acting virtuously, 81
 requirement for virtue, 79–80
 ‘the thing to do’, 78–9
- Ashby, W. Ross, 40
- automaticity. *See also* dual-processes theories of cognition; deliberate practice; intuitive judgments; stereotypes
 and habituation, 72–3
 benefits, 34
 definition, 27–8
 in expertise model, 77
 freeing up resources, 33
 of implementation intentions, 155n 27
 incongruency, 172–3
 limited articulation of expert knowledge, 44–5
 making effortful tasks effortless, 47
 in social intuitionism, 77
 transition from deliberate practice, 29
 undesired outcomes, 31
- auxiliary virtues, 112
- Badhwar, Neera K., 135–7
- Baehr, Jason, 110, 113–15, 117–18
- banality of evil, 175
- Bandura, Albert
 inhumane practices, 175
 moral disengagement, 166–71, 173

- Bandura, Albert (cont.)
 proactive moral action, 174
 self-efficacy beliefs, 12, 16, 21
 self-regulation, 18
 self-satisfaction, 11–12
- Barsky, Adam, 174n 76
- Batson, C.D., 144
- Battaly, Heather, 99, 109
- Baumeister, Roy F., 41, 123
- behavior
 interaction between environment and person, 9
 mediating potentially negative effects, 9–10
- behavior, consistency in
 and situations in which people act, 146
 doubted by situationism, 146–7
- Benner, Patricia, 82
- bias
 avoided by automatic processes, 164
 in experts, 57–8
 racial, 159
 social, 27n 53
- Bloomfield, Paul, 56n 146, 73, 81, 174–5
- Brandstätter, Veronika, 89, 161–3, 165
- Brown, Peter, 42
- bullying, 165
- bystander effect, 160–1, 165
- Cantor, Nancy, 39
- cardinality of virtues, 86–7
- Carver, Charles S., 12–13
- character traits, 1, 3, 108, 144–6
- Charness, Neil, 26
- Christen, Markus, 61–2, 85, 106
- Christensen, Wayne, 33, 52
- cleverness, 124–5, 132–3
- Conant, Roger C., 40
- confabulation, 74–6
- consistency. *See* behavior, consistency in
- contrasting. *See* mental contrasting
- control. *See also* regulation; self-control; self-regulation
 in deliberate and automatic processes, 31–2
 goal-directed, 31n 73, 32n 75
 hierarchical structure, 33–4, 34n 80
 and mental models, 39–40
- control theory, 10, 15n 20, 40, 116
- Converse, Benjamin A., 36
- courage, 86, 89–90, 90n 80, 140. *See also* moral courage
- Cramer, Robert Ervin, 160
- Csikszentmihalyi, Mihaly, 26, 96–7
- curiosity, 116–17
- cybernetics, 10, 15n 20, 40, 116
- Darley, John M., 144, 160–1
- dehumanization, 170–1
- deliberate practice. *See also* automaticity; dual-processes theories of cognition
 and action phases of self-regulation, 25
 aimed at overcoming a specific moral weakness, 162
 and grit, 27
 linked to articulation of expert knowledge, 46
 making effortful task effortless, 47
 mitigating bystander effect, 160
 necessary to retain expert-level performance, 26–7
 needed for expertise, 24–5
 transition to automatic processing, 29
- disengagement. *See* moral disengagement
- dispositions. *See* surprising dispositions
- Doris, John M., 7, 165, 171–3, 176–9
- Dreyfus model of skill acquisition. *See also* skill acquisition
 articulation of expert knowledge, 50
 difference between *techné* and *phronesis*, 124
 five stages of, 48–50
 intuitive judgments, 49–50
 overemphasizing automatic processes, 48, 51
 underestimating the role of deliberative processes, 50–2
- Dreyfus, Hubert, 8. *See also* Dreyfus model of skill acquisition
- dual-processes theories of cognition. *See also* automaticity; deliberate practice
 effortful and effortless action, 28–9
 effortful and effortless processes, 32n 75
- Duckworth, Angela Lee
 domain specificity of traits, 136
 domain-specific self-control, 62n 8, 87–8, 139–40
 grit and deliberate practice, 27
 grit and self-control, 21–3
 lower-order goals, 14
- ego depletion, 35
- embarrassment, fear of, 172
- empirically informed ethics, 64
- Endsley, Mica, 41
- epistemic motivations, 113–16
- epistemic skills, 95
- epistemic virtues, 4n 5, 96. *See also* intellectual virtues
 of different importance, 112
 and moral virtues, 83n 57
 substantive and auxiliary, 112
- Ericsson, K. Anders, 25–6, 29, 177
- ethical expertise, expectations differ by skill level, 71–2

- ethical intuitionism, 73
 ethical skills, main categories, 85
 ethics, empirically informed, 64
eudaimonia, 84, 125, 133, 138. *See also*
 flourishing
 euphemistic labeling, 169
 experiments in social psychology, 7, 144–6, 149,
 173
 expert knowledge. *See* articulation of expert
 knowledge
 expertise. *See also* skill acquisition; *techné*; virtue
 acquisition
 and deliberate practice, 25
 ethical, 71–2
 expectations in moral behavior, 70
 moral, 126–8
 and practical wisdom, 130
 practice required, 24, 69–70
 and social support, 27n 53
 experts, bias in, 57–8
- Fairweather, Abrol, 102
 fear of embarrassment, 172
 feedback
 and practical wisdom, 133
 role in skill acquisition, 83–4
 role in virtue acquisition, 66–7, 83–4
 self-provided, 25
 Fishbach, Ayelet, 36
 Five-Stage Skill-Acquisition Model. *See* Dreyfus
 model of skill acquisition
 Flanagan, Owen, 7, 59, 146
 flourishing, 4n 5, 83n 57, 84, 120n 2, 175. *See*
 also eudaimonia
 flow experiences, 96–7
 Flyvbjerg, Bent, 124, 138, 142
 forethought, 16n 23, 18
 Forgas, Joseph P., 163–4
 Foucault, Michel, 138
 framing effect, 153–4
 and implementation intentions, 155–8
 impact of protected values on, 154–5
 Fridland, Ellen, 23n 41, 34n 79, 52n 135
 Fujita, Kentaro, 31n 73, 31, 155n 27
- Geller, E. Scott, 174n 76
 goal hierarchy, 12–13
 relationship between differing levels of goals,
 14, 15n 21, 20n 35
 goal intentions
 and behavioral intentions, 17n 27
 in contrast to implementation intentions, 18
 goal setting, 11, 23
 affected by self-efficacy beliefs, 12
 and practical wisdom, 125, 133
 and skill acquisition, 131–2
 motivation as, 15–16
 goal striving, 11, 23
 affected by self-efficacy beliefs, 12
 and cleverness, 125
 goal-directed system. *See* regulation
 goals
 conflict between, 20
 desirability, 16, 21, 116
 feasibility, 16, 21, 94n 3, 116
 higher order, 13–14
 lower order, 13–14
 and motivation, 94
 protecting high level, 21–3
 self-control in achieving moral, 61
 Gollwitzer, Peter M., 17n 27, 18, 156, 161–2
 grit
 and deliberate practice, 27
 protecting high level goals, 21–3
 and self-control, 21–3
- habituation, 72–3, 171
 Haidt, Jonathan, 30n 65, 74–7
 Harman, Gilbert, 7, 76, 165, 171–3
 Herman, Judith, 174–5
 Hill, Nicole M., 85
 Hill, Patrick, 77
 Hogarth, Robin M., 29n 64, 74, 77, 151
 honesty, 64n 15, 65, 70
 Horgan, Terry, 75–7
 human agency. *See* agency
 human behavior. *See* behavior
 Hursthouse, Rosalind, 66, 121–5, 140
- implementation intentions. *See also*
 self-regulation
 automaticity of, 155n 27
 benefits, 19
 in contrast to goal intentions, 18
 framing effect, 155–8
 if-then structure, 18–19
 incest, 74, 76
 intellectual courage, 112. *See also* moral courage
 intellectual virtues, 124. *See also* epistemic virtues
 high-minded epistemic motivation, 111
 and moral virtues, 83n 57
 and situationism, 176–9
 require intrinsic epistemic motivation, 110
 intelligence, moral, 61
 intuitionism
 ethical, 73
 social. *See* social intuitionism
 intuitions. *See* moral intuitions
 intuitive judgments. *See also* automaticity
 in Dreyfus model of skill acquisition, 49–50

- intuitive judgments. (cont.)
 regularity and predictability, 31
 reliability, 29–30n 64
- Jacobson, Daniel, 134–5
 Jansson, Anders, 40
 Johnson, Robert, 66
 Jonas, Kai J., 161–3, 165
 Jungert, Tomas, 165
- Kahneman, Daniel, 27–8, 30, 83, 153
 Kant, Immanuel, 115
 knacks, 53, 56n 146
 knowledge. *See* articulation of expert knowledge;
 articulation of moral knowledge; moral
 knowledge; virtue epistemology
 Krakauer, John W., 42
 Krampe, Ralf, 26
- Lapsley, Daniel K., 77, 87, 123–4
 Latané, Bibb, 160–1
 ‘Limited Unity of the Virtues’, 135–6
 Loehr, James E., 68
 Ludwig, Timothy D., 174n 76
 Lukes, Steven, 149
- McDowell, John, 78–9, 81
 McIlwain, Doris J.F., 33
 Medin, Douglas L., 154–5
 mental contrasting, 17, 19, 34n 81
 mental models. *See also* schemas
 definition, 40–1
 involve abstraction, 41
 and mental simulation, 43
 necessary for control, 39–40
 role in generating prospection, 41–2, 77–8
 role of experience, 42
- Merritt, Maria W., 165, 171–3, 176
 Milgram obedience experiment, 145, 164, 170,
 173
 Miller, Christian, 107n 32, 147–8, 150–3
 mimicry, 157–8
 Mischel, W., 38n 89
 Montmarquet, James, 149
 mood, affect on behavior, 163–4
 Moore, G.E., 73
 moral agency, 63–4
 moral behavior, 60, 107n 32
 moral commitment, 61–2, 106–7
 moral compass, 61–2
 moral complexity, 64
 moral courage
 and intellectual courage, 112
 training programs, 161–3, 165
 moral disengagement, 179
- by advantageous comparison, 168
 banality of evil, 175
 by dehumanization, 170–1
 by displacement or diffusion of responsibility,
 170
 by disregard or distortion of consequences,
 170
 by euphemistic labeling, 169
 and experiments in social psychology, 173
 evading self-sanctioning, 166–7
 habitual, 171
 misdirection of one’s attention, 172
 by moral justification, 167–8
 not acknowledging conflict, 167
 strategies to resist, 173–5
 violating moral standards, 166
- moral dissociation, 171
 moral expertise, 127–8
 moral intelligence, 61
 moral intuitions
 five categories, 73–4
 resistance to revising, 75
 role of experience, 73
 moral justification, 167–8
 moral knowledge, 73, 134–5, *See also* articulation
 of moral knowledge
 moral motivation, 60–3
 moral self-regulation, 60–1
 moral standards, 60, 126–8, 166
 morphological rationalism, 75
 Moskowitz, Gordon B., 32n 74
 motivation. *See also* Rubicon model of action
 phases; volition
 acting for some other end, 102–3
 and commitment, 15n 22, 62–3
 difference between virtues and skills, 5, 67
 as goal setting, 15–16
 intentionally acting wrongly, 104–6
 intrinsic versus extrinsic, 114–15
 lacking in virtues, 93
 less than wholehearted performances, 100–2,
 105–6
 moral commitment, 106–7
 necessary for expert-level performance, 26–7
 schemas affecting, 38
 and self-efficacy beliefs, 12
 and self-evaluative reactions, 12
 and skill acquisition, 98
 to overcome surprising dispositions, 151n 19
 value of goals, 94
 and virtues, 99
- Narvaez, Darcia
 deliberate practice, 51, 68–9
 human beings as social animals, 142n 56

- main categories of ethical skills, 85–6
 moral behavior as skilled behavior, 107
 reading a situation correctly, 87, 123–4
 relationship between the individual and the community, 142
 role of feedback in virtue acquisition, 67
 Newell, Allen, 47
 Nietzsche, Friedrich, 138
- obedience. *See* Milgram obedience experiment
 Olin, Lauren, 176–9
- performance normativity, 95–6, 176
phronesis. *See* practical wisdom
 Plant, E. Ashby, 159
 Plato, 50
 power relations, and practical wisdom, 142–3
 practical wisdom
 consequences of failure, 138–9
 in contrast to abstract ethical theory, 128
 difference between *techné* and *phronesis*, 121, 124–5, 132–3
 and *eudaimonia*, 132, 138
 and expertise, 130
 as expert skill, 129
 feedback mechanism, 133
 and goal setting, 131–2
 incongruity, 172–3
 involving multiple intellectual skills, 133
 as a kind of understanding, 130
 and living well, 138
 mundane account, 121, 123, 125
 not employed by the merely well-intentioned person, 123
 and power relations, 142–3
 reading a situation correctly, 122–4
 relevant to goal setting, 125
 required only for skills aiming at moral ends, 5, 129
 requires value judgments, 125–6
 role in internalizing moral standards, 127
 shaped by experience, 121–2
 and skill acquisition, 120, 122
 unifying virtues, 120–1, 137–8
 and values, 142
 all virtues require, 121
 Prichard, H.A., 73
 “Principle of Minimal Psychological Realism” (Flanagan), 7, 59, 146
 Pritchard, Duncan, 178n 85
 prospection, 41–2, 77–8
 psychology. *See* experiments in social psychology
- racial bias, 159
 Railton, Peter, 41, 77, 82
- recognition-primed decision model, 38, 43, 130
 regulation. *See also* control; self-control;
 self-regulation
 basic model, 11
 stages of, 10
 Roberts, Bob, 68, 90–1, 104–5
 Ross, W.D., 73
 Rousseau, Jean-Jacques, 169
 Rubicon model of action phases, 11n 8, 15
 and control/cybernetic theory, 15n 20
 phase 1 (motivation), 16–17
 phase 2 (volition), 17–19
 phase 3 (motivation), 20
 phase 4 (volition), 20–1
 Russell, Daniel C.
 cardinality of virtues, 86–7, 89
 difference between skills and virtues, 149–50
 overcoming dispositions, 151
 practical wisdom, 124–5, 130, 132–3, 137
 vice, 91
 Ryle, Gilbert, 42, 45n 119, 69, 90
- Sabini, John, 172
 Scheier, Michael F., 12–13
 schemas. *See also* mental models
 accessibility of, 38, 73n 32
 affecting motivation, 38
 definition, 36–7
 enabling appropriate reaction, 38–9
 organizing experience, 37
 role in skill acquisition, 37–8
 Schneider, Walter, 85
 Schroeder, Tim, 99
 self-censure, 12, 168
 self-control. *See also* control; self-regulation
 in achieving moral goals, 61
 and anti-social aims, 123
 and conflict between goals, 20, 20n 36
 domain-general, 87–8
 domain-specific, 62n 8, 87–8, 139–40
 effortful, 34–5, 35n 83
 fatigue, 35n 85, 35
 and grit, 21–3
 protecting high level goals, 21–3
 self-efficacy beliefs, 12, 21, 160, 162–3, 165
 self-inquisitiveness, 116–17
 self-regulation, 4, 7. *See also* control;
 implementation intentions; regulations;
 self-control
 and deliberate practice, 25
 goal commitment, 11
 goal-directed behavior, 23
 and human agency, 8, 10
 moral, 60–1
 and skill acquisition, 8

- self-regulation (cont.)
 Rubicon model of action phases, 11n 8
 Zimmerman's three cyclical phases, 16n 23
- self-satisfaction, 9, 12
- self-schema, 37
- Seligman, Martin E.P., 41–2, 77
- Shoda, Y., 38n 89
- Sidgwick, Henry, 73
- Silver, Maury, 172
- situationism
 challenge to robust character traits theory, 144–6
 critique of virtue theory, 1, 6–7
 doubting consistency in behavior, 1, 146–7
 doubting the explanatory and predictive power of virtue attribution, 146
 Ernest Sosa's response, 152–3
 and intellectual virtues, 176–9
 surprising dispositions, 150
 and virtue epistemology, 176–9
 virtue possession not widespread, 147
 and virtue reliabilism, 176–9
 and virtue responsibilism, 176–9
- skepticism, 177–8
- skill acquisition, 7, *See also* Dreyfus model of skill acquisition; expertise; virtue acquisition
 adapting to dynamic context, 25–6
 complex form of self-regulation, 8
 and goal setting, 131–2
 high level of motivation needed, 98
 overcoming contrary inclinations, 67–8
 overcoming surprising dispositions, 150–1
 and practical wisdom, 122
 practice needed in order to keep expertise, 69–70
 and prevalence component of virtue, 148
 requires progression, 23–4
 responsiveness to reasons, 149
 role of adjustments, 152–3
 role of deliberate processes, 33
 role of feedback, 83–4
 role of schemas, 37–8
 surprising dispositions, 150, 153
 as virtue acquisition, 5
- skills
 ability to give an account, 56–7, *See also* articulation of expert knowledge
 flow experiences, 96–7
 importance of motivational component, 67
 instrumental value of, 94
 intentionally acting wrongly, 104–6
 lack of motivation found in virtues, 93
 less than wholehearted performances, 100–2, 105–6
 not requiring practical wisdom, 120
- similarities with virtues, 2
- teachability, 54, *See also* articulation of expert knowledge
 unified grasp of the field, 55
 virtues as normative, 100
- skills, main categories of ethical, 85
- Snow, Nancy, 73, 142–3
- social intuitionism, 30n 65
 acquisition of intuitions, 77
 automaticity, 77
 five categories of moral intuitions, 73–4
 rationalization for moral judgments, 74, 77
 resistance to revising moral intuitions, 75
- social psychology. *See* experiments in social psychology
- Socrates, 50, 53, 56–7
- Sosa, Ernest
 AAA model of performances (accurate, adroit, apt), 95–6, 111, 128, 176
 epistemic virtues, 111–12
 high-minded epistemic motivation, 110–11, 113
 response to situationism, 152–3
 skills and virtues, 109
- Sripada, Chandra, 41
- standards. *See* moral standards
- Stanford prison experiment, 144
- Stanley, Jason, 52n 135
- stereotypes, 31, 158–9, *See also* automaticity
- substantive virtues, 90–1, 112
- surprising dispositions, 150–1, 151n 19, 153
- Sutton, John, 33
- Swartwood, Jason, 129–30, 132–4, 137
- tacit knowledge. *See* articulation of expert knowledge
- Tanner, Carmen, 61–2, 85, 106, 154–5
- techne*, 121, 124–5, 132–3, *See also* practical wisdom
- temperance, 88–9, 112
- Thornberg, Robert, 165
- Tiberius, Valerie, 134
- Timmons, Mark, 75–7
- Tversky, Amos, 153
- unresponsive bystander. *See* bystander effect
- van Zyl, Liezl, 107
- vice, as skill, 91
- virtue acquisition. *See also* expertise; skill acquisition
 basic competence versus higher levels of development, 149
 cardinality of virtues, 86–7
 overcoming contrary inclinations, 67–8

- overcoming surprising dispositions, 150–1
 possibility challenged by situationism, 145–6
 practice needed in order to keep expertise,
 69–70
 as a process of skill acquisition, 5
 requiring experience, 64–5
 responsiveness to reasons, 150
 role of adjustments, 152–3
 role of experience, 66
 role of feedback, 66–7, 83–4
 and rule-following, 65–6
 single skill or collection of skills, 83, 85–6
 surprising dispositions, 150, 153
- virtue epistemology, 5, 94, 96
 knowledge as intellectual achievement, 108
 and situationism, 176–9
- virtue reliabilism, 5, 94
 focus on abilities and faculties, 108
 self-regulation and exercise of skill, 109
 and situationism, 176–9
- virtue responsibilism, 5, 94
 focus on character traits, 108
 intrinsic motivation, 110
 and situationism, 176–9
 virtues associated with skills, 109
- virtues
 acting for some other end, 102–3
 Aristotle's conditions for acting as a virtuous
 person, 103
 auxiliary, 112
 cardinality of, 86–7
 difficulty of attaining expert-level, 147
 domains of, 136–7
 greater emphasis on motivation over
 effectiveness, 99
 importance of motivational component, 67
 intentionally acting wrongly, 104–6
 intrinsic value of, 94–5
 less than wholehearted performances, 100–2,
 105–6
- 'Limited Unity of the Virtues', 135–6
 minimal unity thesis, 140–1
 as morally good traits, 140
 motivational gap between skills and, 93
 as normative skills, 100
 possession of one in relation to any other
 virtue, 139
 practical wisdom unifying, 120–1
 prevalence component, 148
 rarity of, 147–8, 179–80
 require practical wisdom, 121
 as robust character traits, 145–6
 as sensitivities to morally relevant features of
 the world, 141
 similarities with skills, 2
 substantive, 90–1, 112
 unity thesis, 135–7, 139
- Vohs, Kathleen D., 123
- volition. *See also* Rubicon model of action phases;
 motivation
 implementation mindset, 15n 22
 as goal setting, 15–16
- Voltaire, 168
- Wallace, James, 67, 129
- Watson, Gary, 101–3, 105–6, 125
- weakness of will, 167
- Weinstein, Bruce, 127
- Whitehead, Alfred North, 28n 57
- Wieber, Frank, 155–6, 158
- will power, 35, 140
 virtues of, 90–1, 112
- will, weakness of, 167
- wise reflection, 134
- Wolf, Susan, 137–9, 141
- Yarrow, Kielan, 42
- Zagzebski, Linda, 67, 109–10, 129
- Zimmerman, Barry J., 16n 23, 25