

Questions about test #1?

We will discuss the test at the END of today's class.

Location:

Last names A – K: UC266

Last names L – Z: RW110 (here)

Some reminders:

- You will have 2 hours, 9:00 – 11:00am
- Please bring a pencil and your Tcard

THE SELF AND SOCIAL PERCEPTION

Sept 26

Why has Lindsay Lohan gotten into so much trouble?

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- We generate explanations for other people's behaviour.
 - “obviously she did this for attention!!”
 - “she's totally spoiled and irresponsible!”
 - “addiction is a mental illness- she needs help, not judgment, guys!”

Attributions



- People make attributions for others' behaviour and their own.

Why did you get an A+ in PSY100?

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- I studied really hard

OR...

- I am smart

OR...

- The prof was nice

OR...

- Good guessing

Internal & external attributions

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 Internal	External
I am smart I studied hard	The prof was nice Good guessing





Stable & unstable attributions

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Stable	Unstable
I am smart The prof was nice	I studied hard Good guessing

Weiner's theory of attributions

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	Internal	External
Stable	I  am smart	The prof was nice 
Unstable	I studied hard 	Good guessing 

Why did you fail PSY100?

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- ❑ I didn't study hard enough.
- ❑ I'm not smart.
- ❑ The prof was a jerk.
- ❑ Bad guessing.

Why did you get an A+ in PSY100 but fail BSX100?

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I got an A+ in PSY100 because...

- I am smart!
- I studied really hard.



I failed BSX100 because...

- The tests were too hard.
- The prof hated me.

Self-serving bias

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- I **succeed** because I am smart, a hard worker, a good person (generally, I am AWESOME)
 - ▣ Internal attributions

- I **fail** when things are unfair, people are mean, I am unlucky (but generally, I am still AWESOME)
 - ▣ External attributions

Attributions



- We generate attributions to explain other our own and other peoples' behaviour.
- Attributions will guide how we respond to situations.

On the subway: Why did that guy bump my arm?

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- He is rude.
 - ▣ Scowl at him!
- He is drunk.
 - ▣ Move away- what if he vomits on me?!
- The train jolted and he stumbled.
 - ▣ Smile politely and give him a little more space.
- It's rush hour and the train is crowded.
 - ▣ Brace yourself for more bumps.

Why did you fail PSY100?

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- I didn't study hard enough.
 - ▣ Work harder next time.
- I'm not smart.
 - ▣ Give up.
- The tests were hard.
 - ▣ Try to find an easier course.
- Bad guessing.
 - ▣ Buy a four leaf clover.

Why did you and your friend fail PSY100?

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I failed because....

- The test was hard. That prof was so unfair!

She failed because....

- She didn't study enough. Hit the books, party girl!

: Actors make external attributions and observers make internal attributions

Why is this guy homeless?

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- He is lazy- get a job, buddy!
- He is sick- let's find this man the help he needs!
- Minimum wage is too low- let's get this man some affordable housing!
- He needs job skills- let's train him so he can find a job!

Fundamental attribution error

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- Observers tend to attribute a person's behaviour to internal or dispositional causes and to downplay situational causes.
- Ultimate attribution error: observers make internal attributions about whole groups of people.
 - “Homeless people are *all* lazy”

“I love the supplementary article”

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- When we read an email with many spelling errors, how does this affect our perceptions of the sender?
- McAndrew & De Jonge, 2011



Kelley's theory of attributions

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□ Consensus

- ▣ Would other people do the same thing in this situation?



□ Consistency

- ▣ Does the person typically behave in this way?



□ Distinctiveness

- ▣ Would this person behave differently in a different situation?

Kelley's theory of attributions

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Consensus	Consistency	Distinctive-ness	Attribution
High	High	High	External
Low	High	Low	Internal

Kelley's theory of attributions

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- As the two of you are out walking, your friend is approached by a Girl Guide soliciting donations. He gives her \$10. Do you make an internal or an external attribution for his behaviour?

Kelley's theory of attributions

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Consensus	Consistency	Distinctive-ness	Attribution
High: Who can say no to a cute little Girl Guide?	High: Bill always donates to the Girl Guides.	High: Bill only donates to the Girl Guides, no other charities	External
Low: Most people would say no and walk right past.	High: Bill always donates to the Girl Guides.	Low: Bill donates to all sorts of charities.	Internal

Your friend forgot your birthday

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Consensus	Consistency	Distinctive-ness	Attribution
High: Friends forget each others' birthdays all the time.	High: Bill always forgets birthdays.	High: Bill often emails you just to say hi and see how you're doing	External
Low: True friends never forget birthdays.	High: Bill always forgets birthdays.	Low: Bill often backs out of plans with friends	Internal

Life lessons from social psychology

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- The Golden Rule states “Do unto others as you would have them do unto you.”
- “Make attributions unto others as you would make unto yourself.”


Cultural differences


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- Individualism/Collectivism
 - Independence/interdependence
- Hazel Rose Markus & Shinobu Kitayama

Cultural differences

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-  **self-construal**
 - ▣ Emphasizes how the self is different from others
 - ▣ More common in Americans

-  **self-construal**
 - ▣ Emphasizes how the self is connected to groups
 - ▣ More common in Asians

- This difference will guide how people respond to others' behaviour.

Cultural differences

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- Shun Fugimoto, 1976
Olympics
- Competed with a
broken kneecap.





Social comparison


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- Upward or downward
 - ▣ there are benefits and drawbacks of engaging in either type of comparison
- Serves the self-knowledge motives
- How you assess yourself in nearly any domain will depend on who you're comparing to.

Consequences of social comparisons

- Upward comparison
 - Feel bad about yourself
 - Learn how to be successful
- Downward comparison
 - Feel good about yourself
 - No clues as to how to improve

Consequences of social comparisons

- 
 - Assimilation
 - ▣ This person is like me
 - Contrast
 - ▣ This person is not like me

Cultural differences in social comparison

Lockwood, Marshall & Sadler, 2004

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- Participants (European- or Asian-Canadians) read a self-description written by another student
- Either upward or downward comparison
- European Canadians were more motivated by the upward comparison; Asian-Canadians by a downward comparison

Consequences of social comparisons



- Can you be like the target of comparison? How applicable is this person to you?

- Is their success attainable?
 - ▣ If so, the upward comparison might be motivating

- Could you succumb to their failure?
 - ▣ If so, the downward comparison might be anxiety-producing

Self-concept

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 - Different aspects of the self-concept will be accessed depending on the situation
 - Phenomenal self/working self-concept.
 - ▣ Aspects of the self-concept most salient in a particular situation.
- 
 - ▣ The tendency to internalize other people's judgments about us into our self-concept.

The self-knowledge motive

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- 3 reasons for seeking self-knowledge



- Appraisal motive
- Self-enhancement motive
- Consistency motive

The self-knowledge motive



- “Am I hot or not?” websites
- Horoscopes
- Fortune cookies
- Magazine quizzes

Self-concept change

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- Social environment is very powerful.
 - ▣ Pressure to remain the same.
- Don't like your looking-glass self? Get a new looking glass.
 - ▣ If you want to change, make use of the social environment.
- We revise our memories based on our current self-concept.

Cultural differences in identity

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- People from individualistic & collectivistic cultures tend to differ in how they describe themselves.



- Individualistic

- Collectivistic

Gender differences and similarities


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- A primary social categorization.
- There's a lot of research on gender differences, but it masks the fact that men and women are more alike than they are different!

Self-reference effect

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-  is processed more thoroughly and therefore remembered better.
- Rogers, Kuiper & Kirker, 1977
 - ▣ Participants saw a series of words
 - ▣ Sometimes they were asked “is it a long word?”, “is it a meaningful word?” or “does the word describe you?”
 - ▣ Participants were then asked to recall all the words they read; they remembered more words when asked “does this word describe you?”
 - ▣ This worked even if they answered “no”

Endowment effect (Kahneman, et al., 1990)

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- Items gain value to the person who owns them.
- People also like items more when they own them.



Spotlight effect (Gilovich, Medvec & Savitsky, 2000)

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- People overestimate the extent to which their appearance, behaviour and mere presence is noticed by others.
- People wearing an embarrassing Barry Manilow t-shirt thought others would notice it way more than they did.
- People thought that their absence from a discussion group would be noticed more than it was.


Illusion of control



- The belief that we have more control over situations and events than we actually do.
- Superstitions
- Gambling


What does it all mean?

- I'm a worthy person
- My worldview is accurate
- I have control of my life and my outcomes

- 

Self-esteem

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- 
 - How favourably someone evaluates his/herself.
 - ▣ The absence of negative thoughts about the self.

- People with LSE:
 - ▣ Do not want to fail
 - ▣ Ideas about themselves are conflicted & uncertain
 - ▣ Focus on self-protection rather than self-enhancement
 - ▣ More prone to emotional highs and lows

Self-esteem

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- Everyone tends to think they are above-average.
- 90% of people think they are above-average drivers (Svenson, 1981).
- In a large sample of 1,000,000 high school students, not one person claimed to be below average in their ability to get along with others (Gilovich, 1991).

Reality vs illusion

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- LSE is related to depression (Beck, 1976)
- Are depressed people insensitive to their own successes and positive traits? Do they have a distorted worldview?



NO!

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- Nope, it's not that depressed people have an especially negative view of themselves....
- “Normal” (non-depressed people) have an excessively positive view of the world.

3 positive illusions

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- Overestimation of good qualities
- Overestimation of control
- Optimism

Consequences of HSE

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- People with HSE are more likely to take the initiative
- More likely to persist on difficult tasks
- Can distinguish between when it's good to persist and when to give up.

...and the dark side

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- Narcissism
- Bullying
- Prejudice



Video

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Feel good about failure?



Life lessons from social psychology

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- HSE should not be a goal, it should be the byproduct of achieving your goals.

Rosenberg self-esteem scale (1965)

- Please use the scale below to answer the following questions.

Strongly disagree	Disagree		Agree	Strongly Agree
1	2	3	4	5

1. I feel that I am a person of worth, at least on an equal basis with others.
2. I feel like a person who has a number of good qualities.
3. All in all, I am inclined to feel like a failure. R
4. I am able to do things as well as most other people.
5. I feel I do not have much to be proud of. R
6. I take a positive attitude toward myself.
7. On the whole, I am satisfied with myself.
8. I wish that I could have more respect for myself. R
9. I certainly feel useless at times. R
10. At times I think I am no good at all. R

Self-esteem in research


- Used frequently as both an IV and a DV

- Can you actually manipulate SE?



- ▣ Bogus feedback studies

Reflection assignments

- The first reflection assignment was very well done-
 good job, everyone!
- There will be no opportunities to make up missed reflection assignments- don't leave them to the last minute!

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Test #1

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- “Jenn, Is _____ going to be covered on the test?”
 - ▣ Yes, it probably will be.
- Be on time
- Bring a pencil & your T-Card
- No cell phones or electronic devices

Supplementary articles

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- “Jenn, what do we have to know about the supplementary articles for the test?”
 - Research question
 - Theoretical background
 - Major features of the methods
 - Variables
 - Key results
 - Implications/conclusions

Supplementary articles

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- “Jenn, can you give me some hints on how to study?”
 - ▣ Make up your own sample questions, then trade them with a friend. (The value in this exercise is that making up questions forces you to think about the material in more depth).
 - ▣ Focus on the studies, especially the ones emphasized in class and in the textbook.

Supplementary articles

- “Jenn, do we have to know the names of the study authors?”
 - ▣ I often refer to studies by the author names, and I will continue to do so on the test.
 - ▣ You can probably get away without memorizing all of the author names, but knowing them will give you extra clues.

Sample question format

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- If people think X under Y circumstances, this is an example of which social psychological phenomenon?
- Which statement does NOT describe the results of the Smith & Lee (2010) study on X phenomenon?
- Which of the following is the best example of X phenomenon?
- The term “X” refers to...



Bonus sample question!!! :) :P ;D

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- McAndrew & De Jonge's (2011; supplementary article) participants thought that messages containing many question marks and exclamation points ...
 - a) Were more likely to have been written by a woman than a man
 - b) Were more likely to have been written by a man than a woman
 - c) Were more likely to have been written by a supervisor than a friend.
 - d) B and C