

## Lecture 9 The search for personal consistency

Walter Mischel

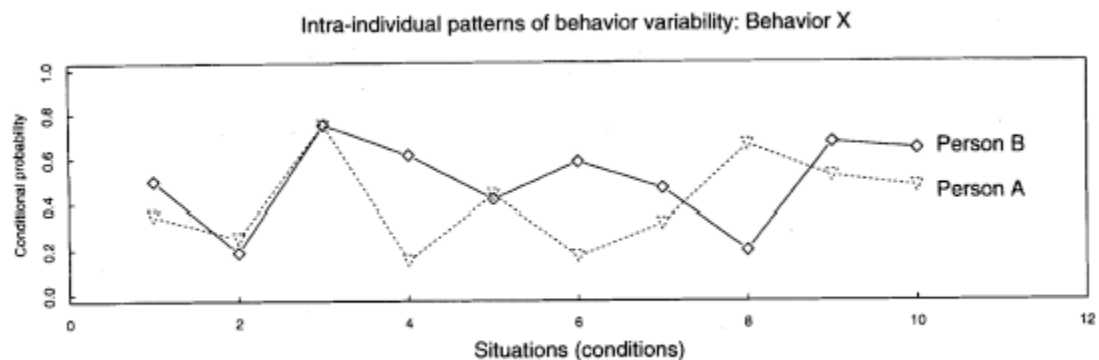


- Psychologist from Columbia University
- 1968: issue challenge to trait theorists for “cross situation consistency”
  - Ppl who believe to be conscientious, we can predict his conscientious consistency

Cognitive- affective system: theory of personality --- Mischel, Shoda & Wright, 1994

- (---look at traits & behavior across situation)

Individual differences in conditional probability across situation



- 
- Y = disposition behavior, we have 2 ppl went through the 12 different situations & receive a score over these 12 situations as shown on the line)

- An experiment that has 2 ppl went through 10 conscientious situations, n we can see their conscientious behavior fluctuations
- Even the 2 ppl have many fluctuation when undergoing through those situations, the 2 ppl actual act quite similar,
- **Situation = if & behavior = then → leading to a situation contingency**
- These fluctuation is not random, they should carefully consider /study them

#### CAPS --- Mischel, Shoda, & Wright, 1994

- Situations reliably trigger behavioral responses
- Cognitive & affective units mediates the situations to behavior response
- Need to understand the “psychological meaning’s of the situation for the individual in order to predict individual’s behavior
- Variability in behavior across situations not random error that needs to be eliminated; rather it’s important info that can give us clues abt underlying personality system

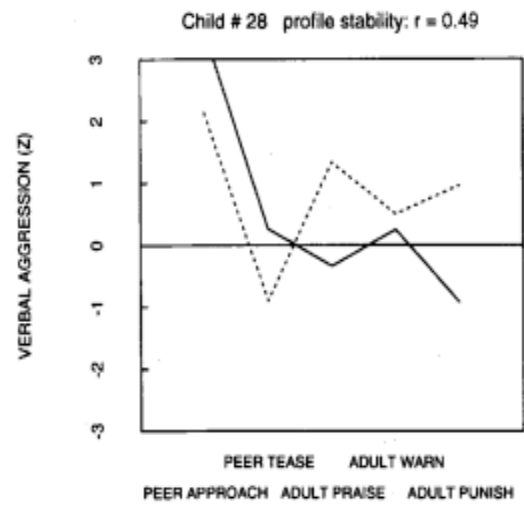
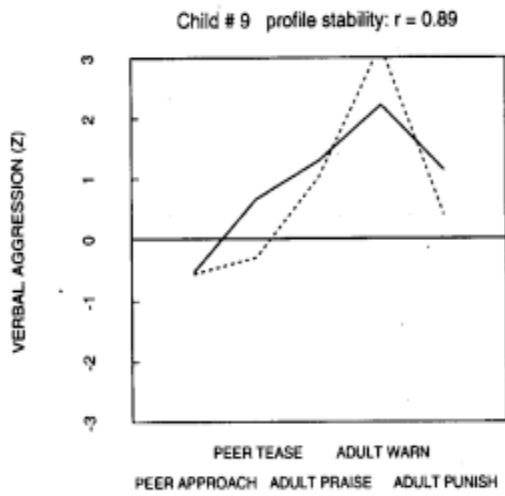
#### Descriptive situations

- Camp
  - Woodworking
  - Cabin meeting
- School
  - Playground
  - Classroom
- Home
  - Mealtime
  - Watching TV

#### Interpersonal situations

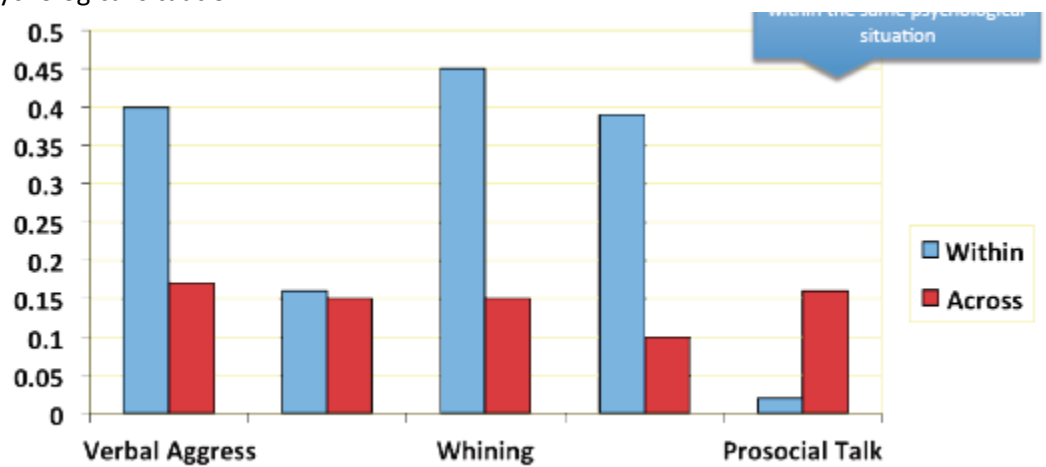
- Peer approaches
- Peer teases
- Adult praises
- Adult warns
- Adult punishes

#### Intra-individual, situation-behavior profiles for verbal aggression

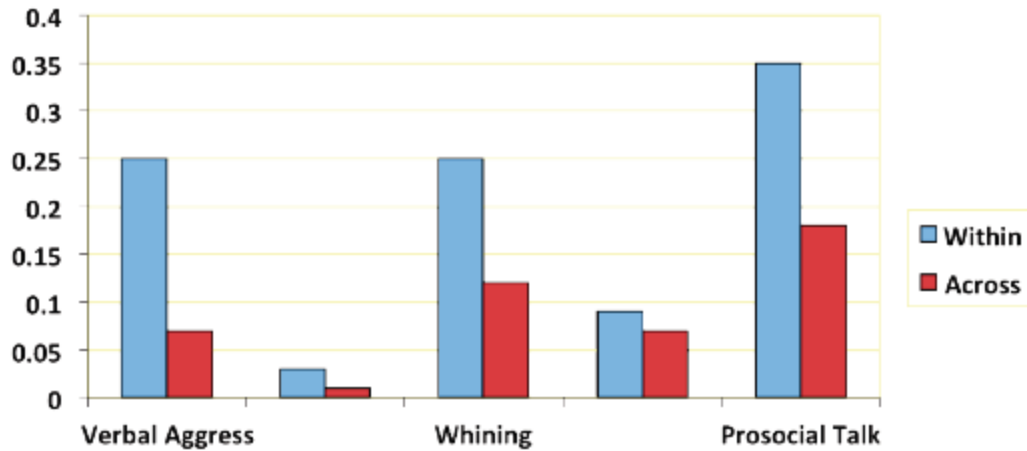


Situation: "if peer teased"

- Individual difference in behavior across situations less consistent than they are within the same psychological situation



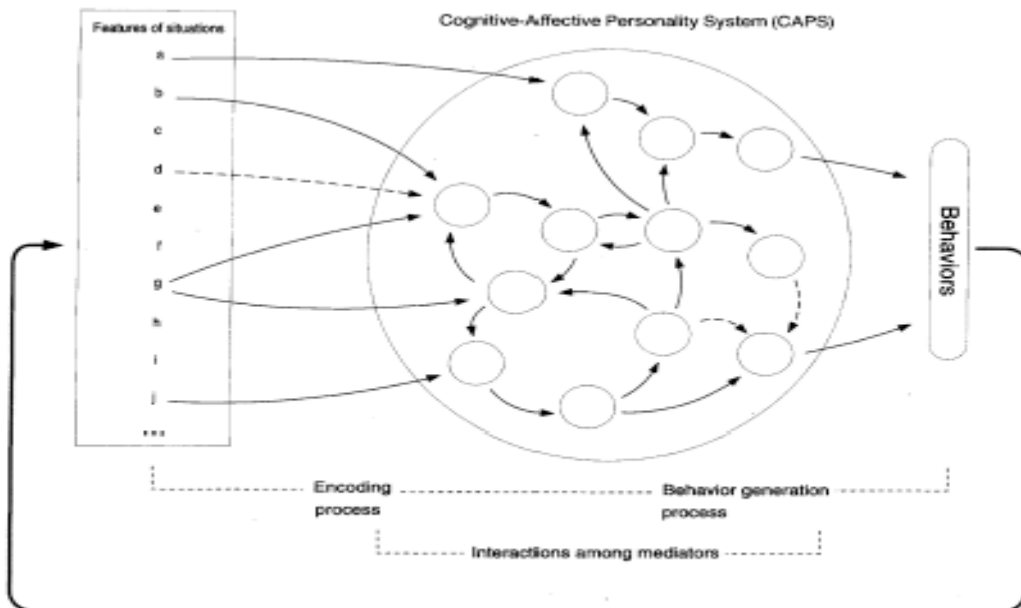
Situation: "if peer positive contact"



Cognitive affective mediating units--- Mischel, 1973

- Encoding or construal
  - Self, other ppl, situations
- Expectancies & beliefs
  - Abt social world, outcomes for behavior in particular situations, self-efficacy
- Affects
  - Feelings, emotions, affective responses, incl physiological
- Goals & value s
  - Desirable & undesirable outcomes & affective states; goals, values life projects
- Competencies & self-regulatory plans
  - Scripts, strategies for organizing action/affecting outcome

Cognitive affective personality system



## Cognitions & Affects are the “units”

- These units vary in their activation levels & their associations with other units & with features of situations
- Selects situations
- Interprets situations
- Generates situations
- “...it’s organization of the relationships among them[units] that forms the core of the personality structure”

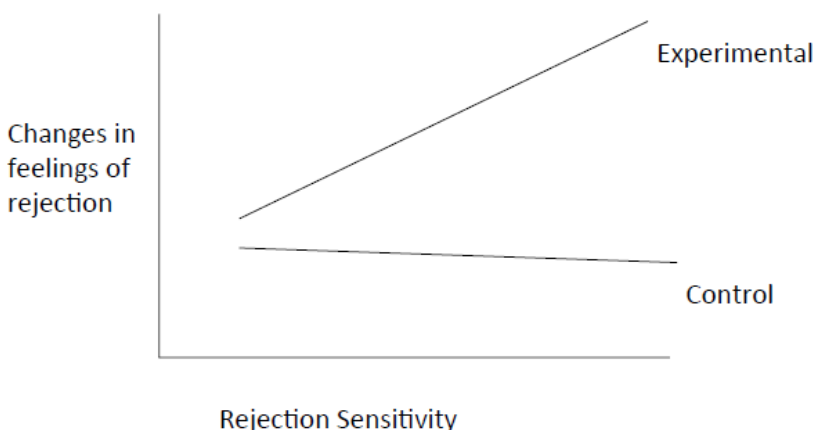
## Rejection sensitivity --- Downey & Feldman, 1996

- Some ppl anxiously expect, readily perceive & overreact to rejection
  - U ask a frd to go on vocation with u over spring break
  - Rate
    - ~ level of concern/ anxiety
    - ~ likelihood of rejection
- Some ppl walk around with vulnerability
  - Vigilant to rejection cues
  - Interpret social interactions in terms of rejection

## RS& rejection ---Downey & Feldman, 1996

- Recruit high/low Rejection sensitivity ppl
- Introduced to an opposite sext stranger
- Pleasant 10 min interaction
- 2<sup>nd</sup> interaction; none becuz
  - Time constraints (control)
  - Other ppl did not want to continue (experimental)
- Measured feelings of rejection pre & post incident & looks at change score

## Changes in feelings of rejection



## RS & attributions of hurtful intentions

- Assess rejection sensitivity among singles
- They then start dating;
- Questions
  - If ur bf was being cool or distant
  - If ur bf was intolerant of sth, u did
  - If ur bf began to spend less time with u
- Rejection sensitivity
  - Partner being intentionally hurtful;  $r = 0.39$

## RS& partner satisfaction

- Partners of high RS ppl less satisfied
- Why
- High RS males
  - More jealous → partner dissatisfaction
- High RS females
  - Hostile & less supportive → partner dissatisfaction
- RS: high/low on if-then contingencies
- All these “ifs” elicit jealous/angry response

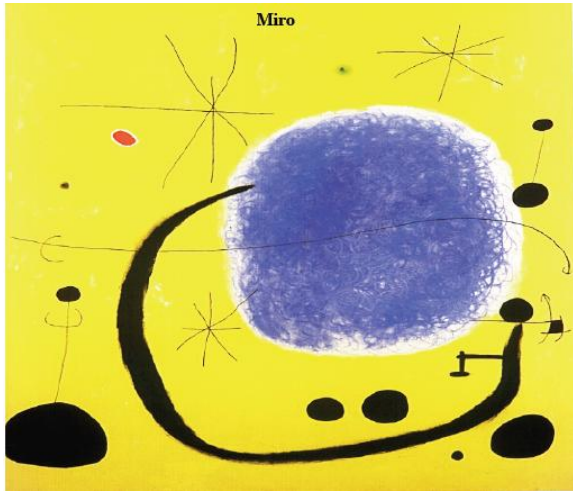
## RS & defensive-motivational system ---Downey et al, 2004

- Why do high RS ppl behave in ways that elicit their worst fears?
- RS is “defensive motivational system” that serves to protect the self-against rejection
- Rejection cues automatically activate DMS (in high RS)
- Measured eye-blink startle response (reliable autonomic nervous system indicator of DMS)
  - Startle response augmented when loud burst of white noise presented in context of unpleasant (VS pleasant) stimulus
- Startle response measured as ppl viewed scenes reflecting rejection, acceptance

## Hopper



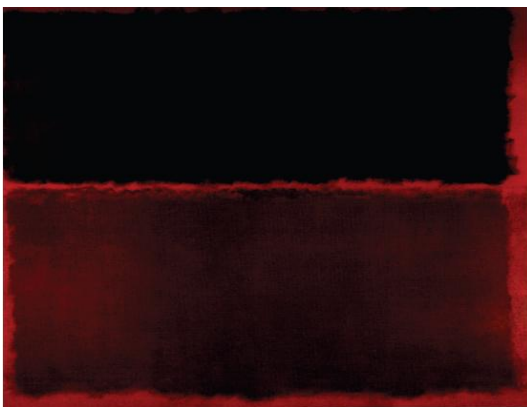
Miro



Renoir



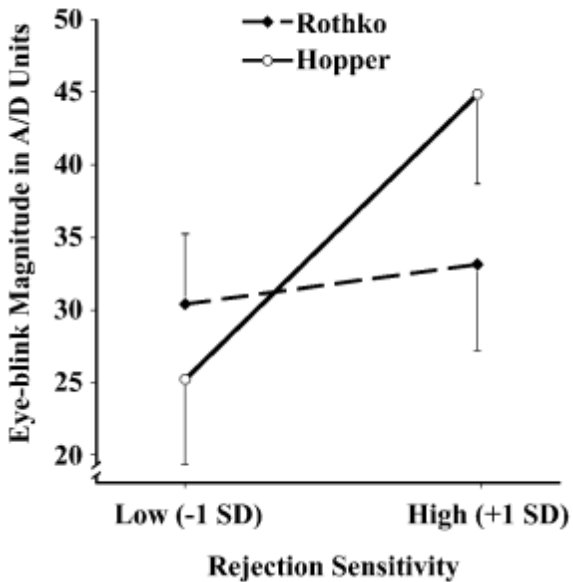
Rothko



## Hypothesis

- HRS ppl should experience DMS activation in situations in which rejection is a possibility becuz such situations are uncertain & important to them (2 criteria for DMS activation)
- LRS ppl should not show such activation becuz rejection cues deemed less probable & less of a concern

## Startle response



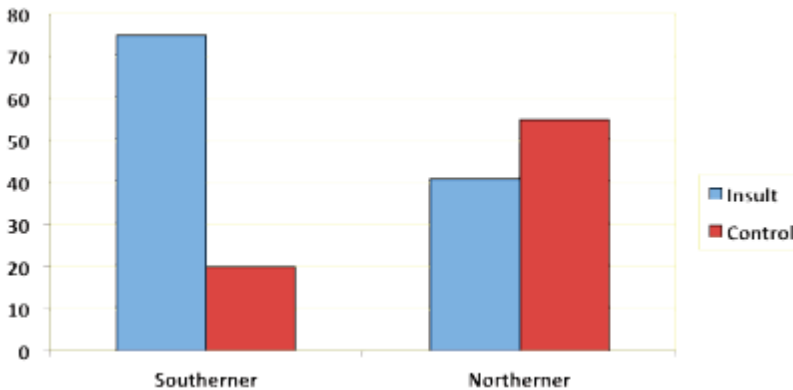
## “if... then” at cultural level

- “culture of honour”
  - Small dispute become contests for reputation & social status (e.g. US southern white male)
- Northern VS southern white male undergrads
- Insult paradigm
  - “I need tu to take this down the hall, get it stamped, and bring it back”
- Cognitively primed for aggression ?
- Complete scenario

## Scenario

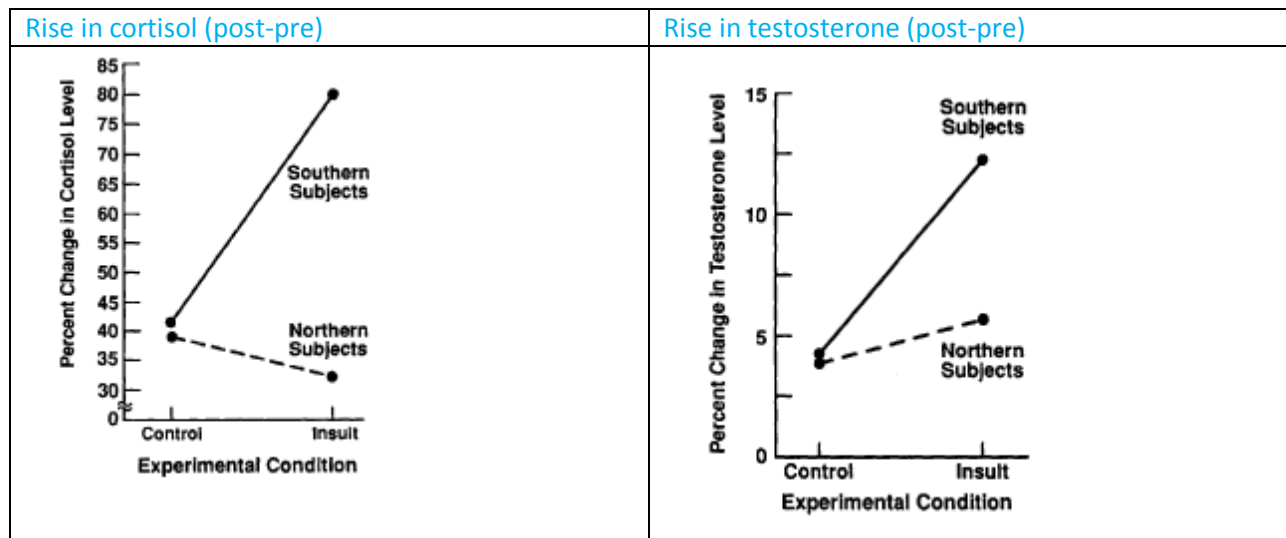
- It had only been abt 20 mins since they arrived at the party when Jill pulled Steve aside, obviously bother abt sth. “What’s wrong?”asked Steve. “It’s Larry. I mean he knows that u & I are engaged but he’s already made 2 passes at me tonight.” Jill walked back into the crowd but Steve keeps his eye on Larry. Sure enough, within 5 mins, Larry was reaching over & trying to kiss Jill.
- Complete the story

## Injure or threaten to injure challenger



## “Culture of honor” study 2

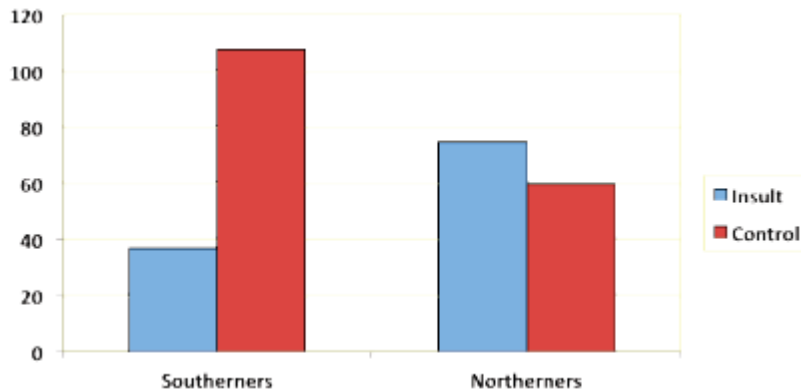
- Insult paradigm
- Physiological change that might mediate genuine behavioural aggression
  - Cortisol (reliable indicator of anxiety, stress & arousal)
  - Testosterone (associated with dominance, competition & aggression)



## “Culture of honour” study 3

- Do they behave in more aggressive & domineering ways?
- Insult paradigm
- After being bumped (or not), another confederate(6’3” 250 lbs) appears
- Hallway only wide enough for 1 person to pass
- New confederate walks down center of hallway on collision course a la “chicken”
- At what distance does p “chicken out” & give way to confederate

### Distance in which subject gives way to confederate



### The search for personal consistency

- The “psychological situation” will trigger a reliable behavioural response
- Mediated by affect & cognition
  - Based on personal & social history

## Lecture 10 The relational self: a targeted example of the “if-then” model of personality

### CAPS review--- Mischel, Shoda & Wright; 94; Mischel & Shoda, 195

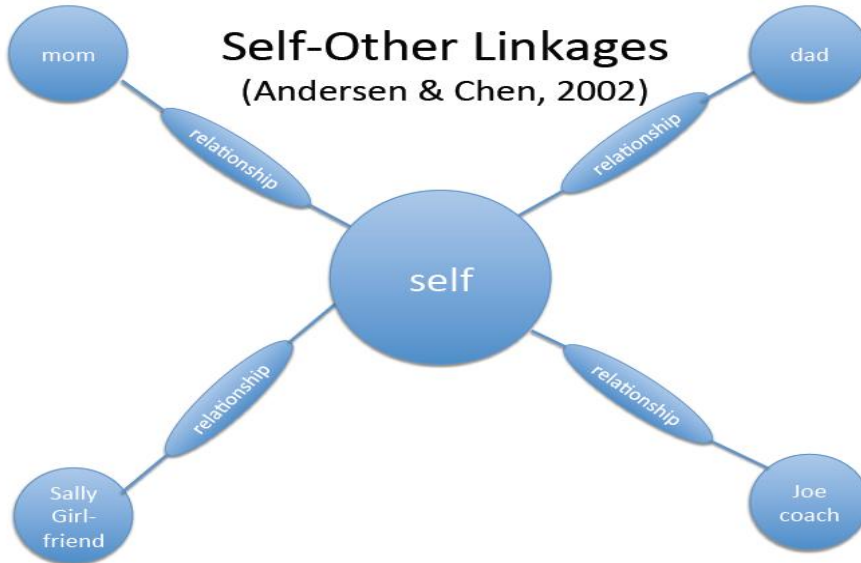
- Personality functioning best understood in terms of “if – then” association
  - If = situation
  - Then = behaviour/ response
- Situations (ifs) are subjectively construed
- Ifs trigger cognitive-affects unit(encodings, expectancies, feelings, goals)
- These then give rise to behavioural responses
- Cognitive & affective units determine/reflect the “psychological situation” for the individual
- Each individual has a unique constellation (cluster/group)of “if -then” relations
- Overall pattern of if-ten relations constitutes unique personality(“signature”)
- Variability responses across situations should not be averaged or dismissed- variation is precisely what constitutes personality
- Key to unlocking behavioural consistency is to understand if-ten relations, and cognitive affective mediating units

### The relational self – Andersen & Chen, 2002

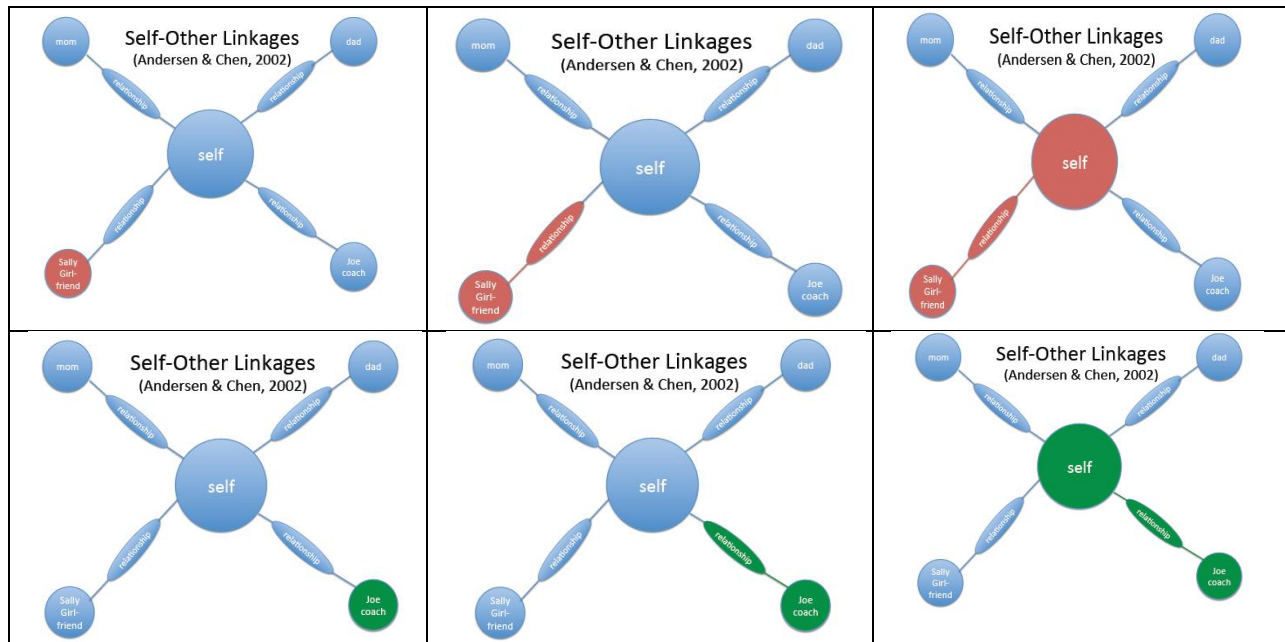
- Concrete case of if-then framework put forward by CAPS
- Self is inherently relational
- Give the profound importance of **significant others (SO)** in our life, and our fundamental need for connection & belonging, the self & personality are shaped largely by experiences with SOs

- Linkages in memory btw SO representations & the self that reflect knowledge abt who the self is in relation to the SO

Self-other linkage – Andersen & Chen, 2002



- When the SO is activated, activation spreads to those aspects of the self that are associated with specific SO
  - Causing shift in affect, motivation, behaviour
- We “become” the self we are with SO (even if SO not physically present)
- If → situation → SO / self with SO
- Then → typical pattern of relating to SO (including roles, goals, self-regulatory style, affect etc)



- The working self- concept (Markus & Wurf, 1987):
  - Subset of self knowledge that is in working memory at any given moment
  - Guide cognition, affect & behaviour
  - Self varies as a function of the self knowledge that is currently active
- What determines what is activated
  - Cues in the immediate situation (office, computer, desk, etc activate “professional self”)
  - Relational self emerges by the triggering of transference

### Transference(转移)- e.g. Andersen et al 196, Andersen & Glassman, 1996

- Interpersonal situations trigger transference
- Cues associated with SO in a new ppl (e.g. gesture, facial features, how he/she listens, holds one’s gaze, etc) activates:
  - Associated SO representation
  - Unique self-with-SO representation (ideographic)
  - Generic social categories, roles, identities (“older sister”)
- SO representation can be contextually activated (above), but can also be chronically accessible
  - Contextual activation → variability in self/personality
  - Chronic activation → continuity in self/ personality

### Transference paradigm

- Session 1
  - Name & describe SO – 7 positive & 7 negative descriptors
  - ID irrelevant adjectives
- Session 2 (‘unrelated’ & several weeks later)
  - Given descriptive sentence abt new person u’ve going to meet
    - ~ resemblance: some sentences taken from session 1 response (applicability – based cues)
    - ~ no resemblance: some sentences taken from yoked participant in experimental condition (stimuli content perfectly controlled)

### Evidence for transference

- Inferences abt& memory for new person based on stored knowledge of SO
  - Rmb being exposed to SO descriptors that were NOT presented in session 2
- Evaluation of new person based on SO
  - Like new person more when he/she resembles positive SO
- Triggering d/n have to be conscious
  - Works when cues abt new person presented subliminally(= unconsciousness)

### Effects of transference

- Memory
- Liking

- Acceptance expectations (VS rejection)
- Desire to be emotionally close
- Self-concept/self evaluation
- Emotions
- New other's behaviour(expressed positive affect)

#### Facial feature resemblance elicits transference effect - Kraus & Chen, 2010

- Session 1
  - Describe SO (7 pos, 7 neg, 12 irrelevant descriptors)
  - Describe "who u are with SO" (rate attributes)
  - Rate 200 faces for resemblance to SO
- Session 2: meet "university buddy"
  - Photo resembles SO or not
- Outcome
  - Liking : own > yoked
  - Inferences:
    - ~ given list of descriptors
    - ~ rated SO descriptors higher in own VS yoked condition
  - Self concept ( make self ratings "at this moment")
    - ~ compared session 1 & session 2 self assessment
    - ~ more congruent (in agreement))in own VS yoked condition

#### Non-conscious pursuit of interpersonal goals

##### Pursuit of interpersonal goals – Fitzsimons & Bargh, 2003

- Does mere psychological presence of relationship partner trigger interpersonal goals that are subsequently pursued nonconsciously ?
- Activating relationship representations activate relationship-specific goals, which then guide behaviour in goal congruent fashion

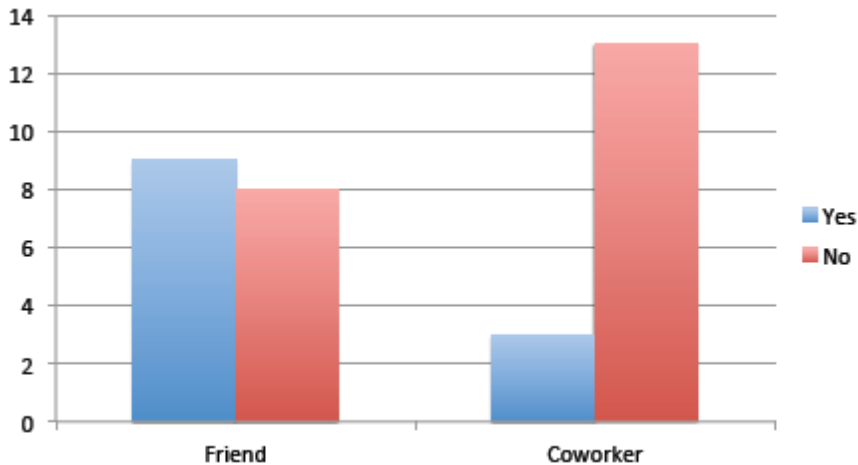
#### Examples of relationship types & interpersonal goals regularities

- Mother
  - " to succeed so I can make my mother proud" (but not with frd or romantic partner)
- Classmate
  - Self presentation (but not with friend or romantic partner )
- Frd
  - "enjoy their Co/spend time together" but not with mom!)
  - "help frd"

#### Study 1

- Does thinking of a frd activate the goal of helping (outside the context of that relationship )
- Large US airport
- Think of /describe a good frd, or co-worker,
- What is ur opinion on doing such studies in public places
  - Willingness to participate in a longer study
  - Actually participate in a longer study?

### Willingness to participate in 2<sup>nd</sup> study



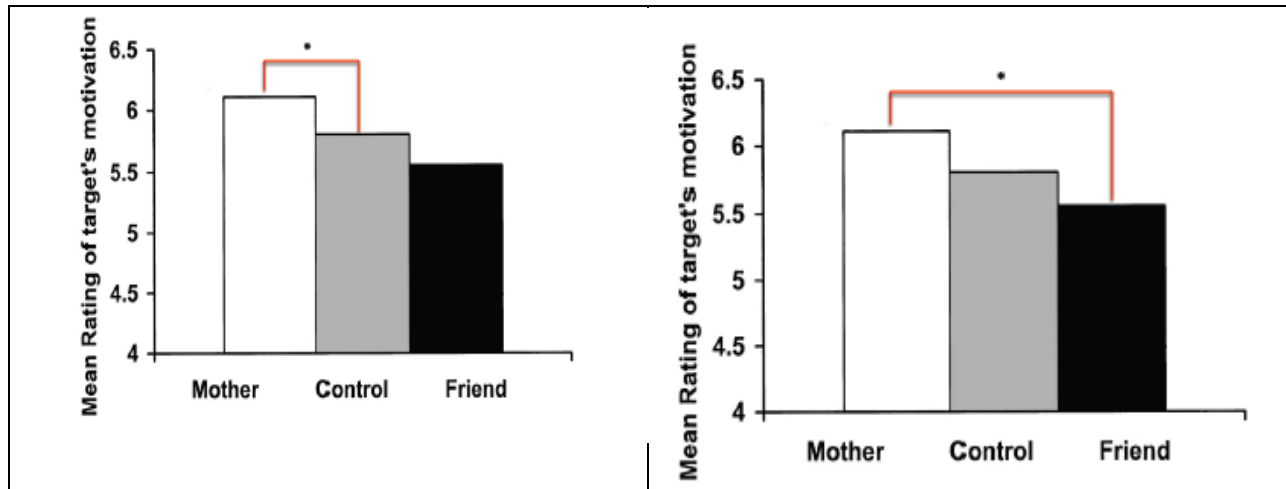
### Study 2

- But does activating relationship activate goals?
- Person perception indirect measure of goal accessibility
- Prime: mother , frd or not
- Read about Mark(Example)

### Mark

- “mark is just entering his 2<sup>nd</sup> yr of college. In his 2st yr, he did very well in some classes but not as well in other. Although he missed some morning classes, overall he had very good attendance. His parents are both doctors, and he is registerd in pre-med, but he hasn’ really decided if that is what he wants to do.”
- How motivated in Mark to succeed?

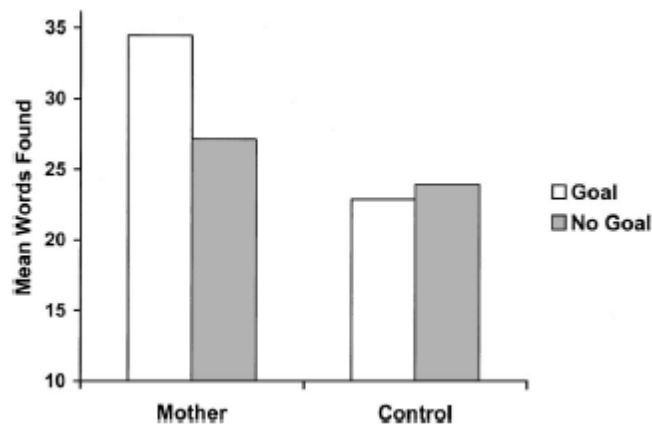
### Mark’s motivation to succeed



### Study 3

- Pre-study questionnaire: goal to make mom proud? (yes, no)
- Prime mom (visualize appearance, imagine, her on Sunday afternoon, etc)
- Control: describe bedroom
- Verbal test: generate as many words as you can from 5 letters

### Anagram performance



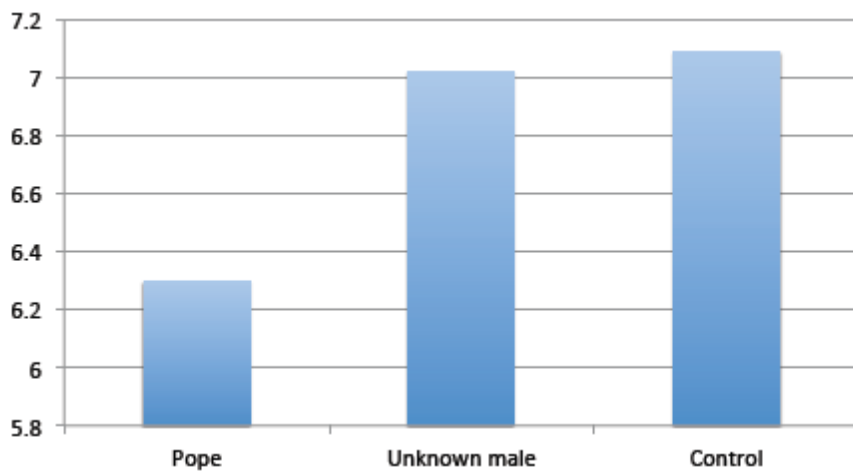
### Relational schemas - Baldwin et al, 1990

- Catholic, women (practicing & not practicing)
- Read sexual passage
- Subliminally expose to unknown male, white index card, or Pope John Paul II
- Self-concept inventory (competency, morality, anxiety)

### Pope John Paul II



### Self-concept ratings



### Summary

- Variability in behaviour across situations is not (all) random error – rather that variability might reflect the very essence of personality
- Personality is idiosyncratic mixture of “if-then” contingencies, many of which reflect our efforts to navigate our social world & meet our fundamental needs for belongingness & security
- Understanding each person’ unique constellation of if-then contingencies can reveal their “personality signature” & refine predictions abt specific behaviour in future situations
- Much of this operates at a non-conscious level

## Lecture 11 Goals I

### Goals

- Internal representations of desired states
- Span from monetary
  - E.g. get coffee to stay awake or just stay awake
- To life-long
  - E.g. be an Olympic- level ice skater
- Cannot be understood in isolation

### Expectancy-value theories

- Need
  - How hungry am I ?
- Incentive value
  - Food
- Probability to achievement/satisfaction
  - Prof: task will be successfully executed
  - Prof: executing / completing task will satisfy need

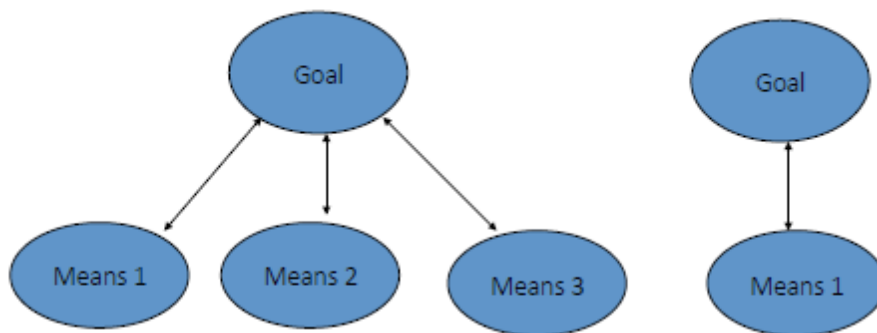
### Goal dimensions

1. Importance – commitment
2. Difficulty
3. Specificity
4. Consciousness

### Importance-commitment (value)

- Value
- Centrality to self
- # of higher order goals served
- Energy mobilization
- How long an individual is willing to strive for a goal

### Uniqueness & strength of goal-means associations – Kruglanski et al, 2002



## Goal dimensions

1. Importance – commitment
2. Difficulty

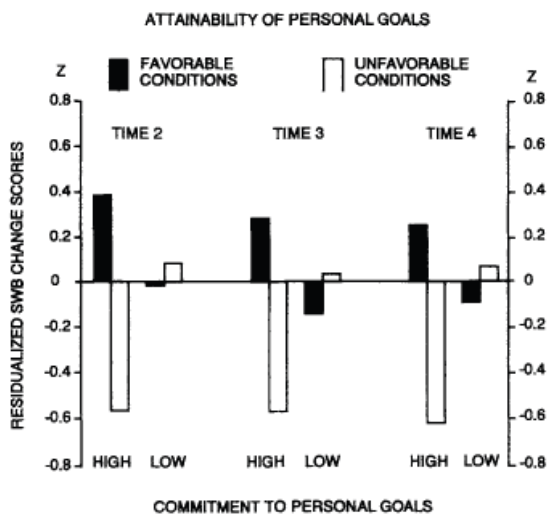
## Difficulty level

- Expectancy
- Personal agency beliefs
  - Probability of attainment..:
  - Context: responsiveness of environment
  - Capability: self-efficacy, personal resources
- Importance-commitment may influence difficulty appraisals

## Personal goals & subjective well-being – Brunstein, 1993

- List personal goals at the beginning of the term
  - “objectives, plans & projects which u intent to pursue
  - Focus on long term goals (e.g. improve relationship with frds)
- Assess
  - Commitment (determination, urgency, & willingness)
  - Attainability (opportunity, control, support)
  - Progress(advancement, outcome, obstacles)
  - Subjective well-being (affect+ life satisfaction)
- Longitudinal: assessed 4 times, across 14 weeks

## Changes in subjective well being – Brunstein, 1993



## Specificity

- Problem of acting on intentions

- How should I do this
- Situations elicit competing responses
- Opportunities escape our attention

Example: ask Diane out on a date

- How?
  - In person? On the phone? Have frd introduce us? Use excuse (borrow her notes)
  - Overwhelmed by choices
- Situations can elicit competing responses
  - Ask co-worker out; but work environment feels “competitive” & unlikely to elicit positive response
- Failure to recognize opportunities
  - Forgot to ask her out when they were together at the water cooler
- Intention is there, but failure to execute

Implementation intention – Gollwitzer

- Goal intention VS implementation intention
- “when situation X arises, I will perform response Y”
  - When I meet her at the water cooler I will ask her out for a drink on Friday
  - Link anticipated opportunities with goal-directed responses
- Specificity should increase rate of goal completion (cf, channel factor)

Getting things done over Christmas break – Gollwitzer & Brandstatter, 1997

- Identify personal projects u intend to achieve during xmas break (many concurrent goals & time restriction)
- 1 easy (e.g. finish reading a novel) & 1 difficult goal (e.g. write term paper, find new apt)
- Assess implementation intentions

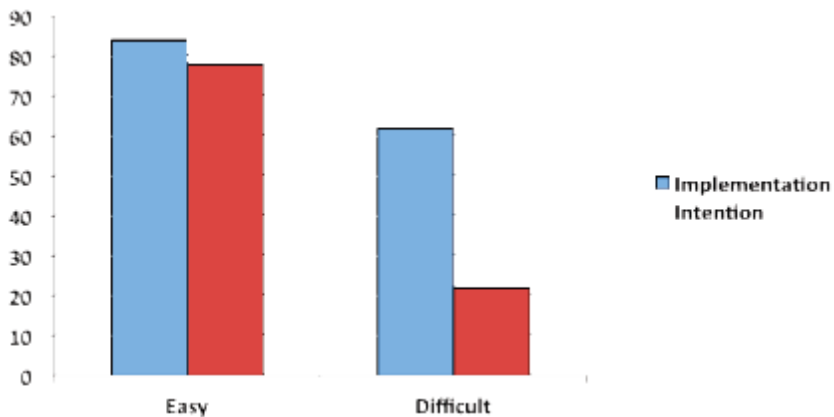
Getting things done over xmas break – Gollwitzer & Brandstatter, 1997

- “ in order to achieve their goals ppl execute behaviours that can be described along 3 dimensions,
  - 1) The point of time
  - 2) The place
  - 3) The type of action that is linked to the situational context specified by time & place

Please indicate whether u have committed urself to a certain situational context for initiating specific goal-directed actions in the sense of “when I encounter the situational context “y” n I will perform behaviour “y”

- Yes or no
- After xmas break: did u complete the project

% of goal completion



Writing abt xmas eve – Gollwitzer & Brandstatter, 1997

- Manipulate implementation intentions
- Assignment: write report abt cmas eve
- Write when, where & how u will write report, or not
- Goal/report completion
- Implementation intentions:
  - 71% completed report
- No implementation intentions
  - 32% completed report

Goal dimensions

1. Importance – commitment
2. Difficulty
3. Specificity
4. Consciousness

The consciousness of goals

- Assumed that goal pursuit involves deliberate, conscious, wilful & intentional act
- Goals are “dynamically conscious”
  - Goals move in & out of working memory
  - Goals become scripted & automatized over time
  - But goals discrepancies reactive conscious awareness
  - Many goals present in memory but only a few are activated or cued in working memory (can't pursue all our goals all the time)

Auto-motive model – Bargh, 1990

- Goals can be activated or triggered by environmental stimuli
  - Without consciously intending, choosing, or being aware of the operating of the goal within a situation
  - Often times, we pursue a goal out of conscious awareness & without intent
- Why? Becuz the individual has frequently & consistently chosen that goal in that situation in the past

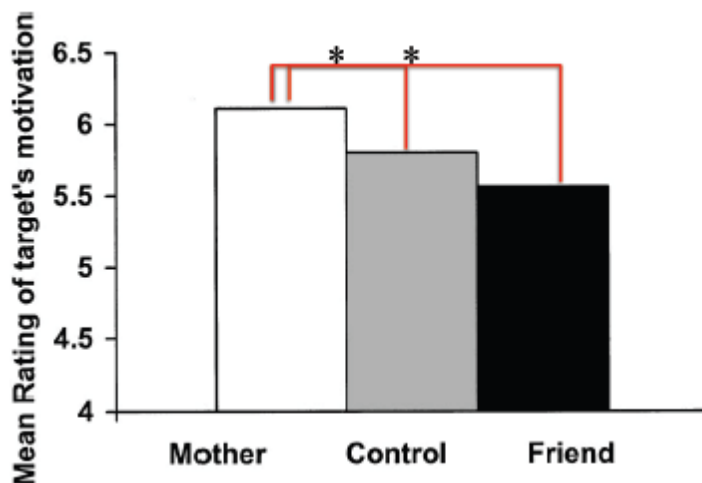
Interruption study – Bargh, Chen & Burrows, 1996

- Prime assertive VS polite words
- When finished with task, go see experimenter who is being asked questions by “another participant”
- Assertive goal
  - Interrupt 60% of the time
  - & within 5.5 minutes
- Polite goals
  - Interrupt 20% of the time
  - Within 9 min

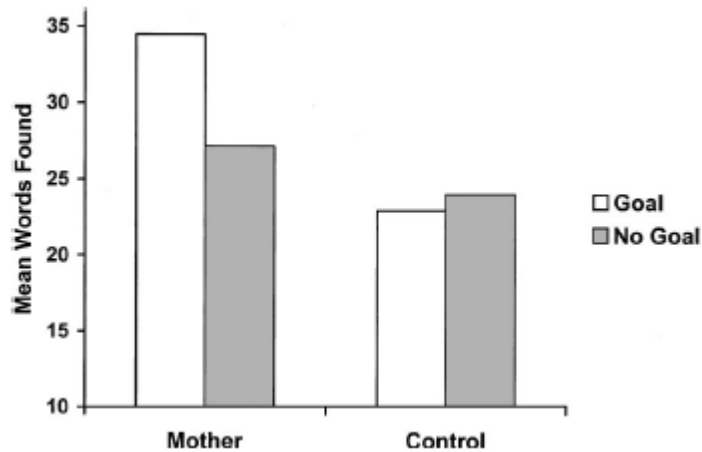
Pursuit of interpersonal goals – Fitzimons & Bargh, 2003

- Psychological presence of relationship partner triggers interpersonal goals that are subsequently pursued non-consciously
- Activating relationship representation activate relationship-specific goals, which then guide behaviour in goal congruent fashion
- Prime: mother, frd, or not
- Read abt Mark, n form impression

Mark’s motivation to succeed – Fitzsimons & Bargh, 2003



Study 3: Anagram performance



Implementation Intentions (= intend to achieve)w/o conscious intent

- Experimenter #1: unfriendly and not nice
- Experimenter #2: encourages GOAL INTENTION to confront experimenter #1
- ½ ppl encouraged to form IMPLEMENTATION INTENTION(confrontation not easy)
  - “as soon as I see this person, I’m going to ...”
- “study 2”: read adjectives on computer screen
  - Subliminally prime faces of neutral VS unfriendly experimenters (cue association with unfriendly experimenter)
- Implementation intention group reads –ve words faster & +ve words slower when words paired with unfriendly face
  - Automatic facilitation of action intention

The wise unconscious – Bargh

- Unconscious in repository of things we have learn
- At some point made “wilful intent” to pair things in a certain way
- But mind is efficient , such parings can be cued even without intent

Goals

- Act on our environment to meet basic psychological needs- agency
- Environment cues us to act
- Motivation / N cognition

## Lecture 12 Goals II

Review

- Goals = internal representations of desired states
- Expectancy – value theories

- $E \times V = \text{goal commitment / motivation}$
- Goal dimensions
  - Importance
  - Difficulty
  - Specificity
  - Consciousness

#### Automotive model – Bargh, 1990

- Goals can be activated or triggered by environment stimuli/ cues
- Often, we pursue goals out of conscious awareness & without intent
- Not about being pushed this way & that by subliminal msg
- Rather, we are unaware of the influences or consequences of those stimuli on our thoughts & actions
- Unconscious in repository of things we have learned – “behaviour- action patterns”
- We absorb cultural norms & values, the particular behaviour & values of those close to us, which produces appropriate – behaviour tendencies

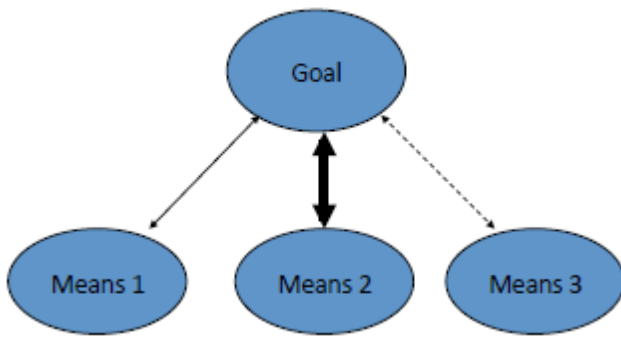
#### The wise unconscious - Bargh

- At some point made wilful intent to pair things in certain way
- But mind is efficient – such pairings can be cued even without intent
- This adaptive- enables 1 to perform (many) actions in a mindless automatic fashion
- The more we can delegate to the unconscious, the more room there is to do the things that require conscious processing

#### Habits - Arts & Dijksterhuis, 2000

- An instance of the automatic goal – action association
- Mental representations of the association btw goals & actions that are instrumental to attaining goals ( “goal – action links”)
- Activating goals should spread to linked actions
- But depends on presence & strength of mental representation
- What influences the strength of such pairings?
- Executing behaviours frequently & consistently in a specific context
- Frequent co-activation INC the strength & accessibility of goal – action association

#### Uniqueness & strength of goal-means association – Kruglanski et al, 2002



### Study 1

- Recruit habitual & non-habitual bicycle users (frequency of using bicycle)
- Primed / not primed with goal to travel (e.g. having to attend lecture)

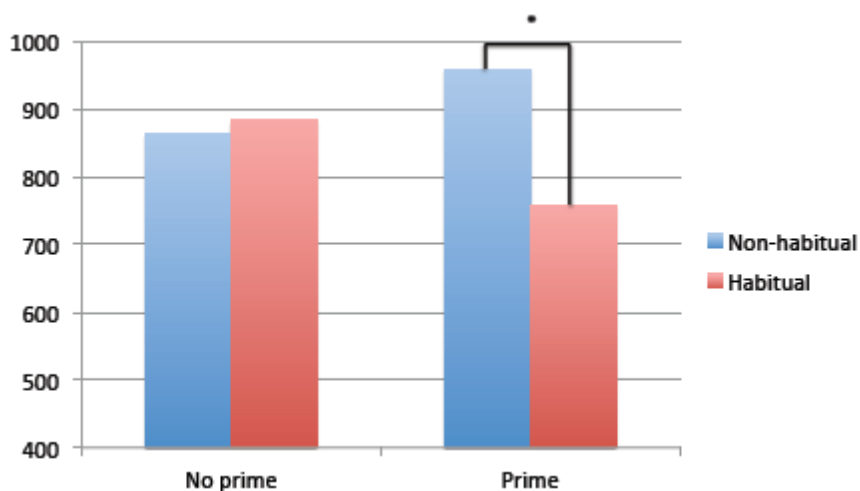
### Second study

- Lexical decision task to test cognitive accessibility of bicycle (i.e. action) following presentation of location (e.g. University) that are associated with previously primed goal to travel
- Q: realistic means of transportation to previous location

### Realistic model of travel ?

Yes or no

RT



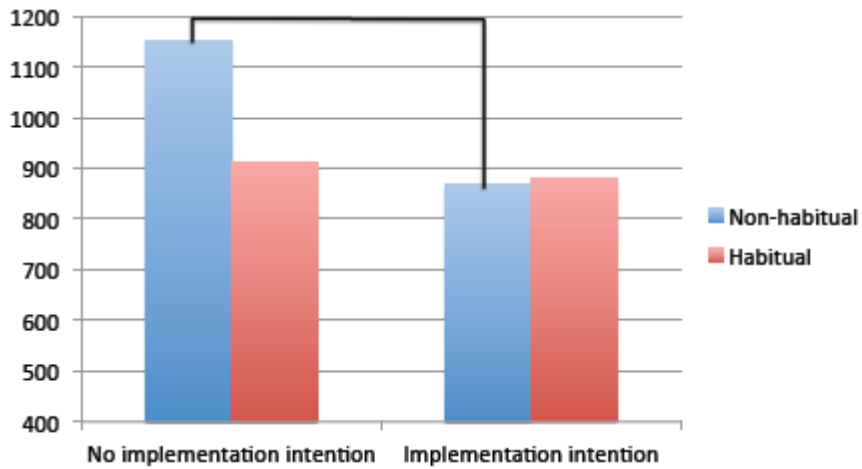
### Study 2

- Can we create strong links via implementation intentions
- Recruit habitual & non-habitual bicycle users (frequency of using bicycle)

- Implementation intention
  - Plan travel goals when, where & how to get to city center mall

2<sup>nd</sup> study: - complete same lexical decision task as study 1

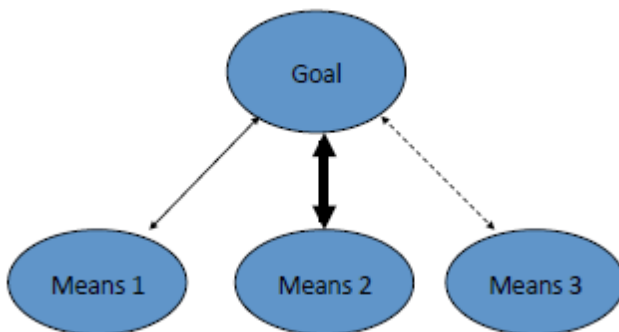
RT



Habits

- Habit can be stimulated by implementation intentions (conscious, deliberative planning process)
- But implementation intention do not “add” anything to habit (i.e. already strong goal-action association)
- Implementation intentions functionally equivalent to habitual association
- Uniqueness & strength of

Uniqueness & strength of goal-means association – Kruglanski et al, 2002



Regulatory focus theory – E.T.Higgins

Hedonic principles

- Hedonic principle:

- Approach pleasure
- Avoid pain
- How does the hedonic principle work
- What is underlying approach avoidance mechanism(s)
- Want to reduce discrepancy btw current & desired end-states, but many ways to do this
  - Approach desired end states or avoid undesired end states
- Also different types of end states
- Regulatory focus theory can inform hedonic principle

#### Outcome focus

Positive outcome focus	Negative outcome focus
<ul style="list-style-type: none"> <li>• Max presence of positive outcome</li> <li>• Min absence of positive outcomes</li> <li>• Seeking pleasure</li> <li>• Promotion focus</li> </ul>	<ul style="list-style-type: none"> <li>• Max the absence of negative outcome</li> <li>• Min the presence of negative outcomes</li> <li>• Avoiding pain</li> <li>• Prevention focus</li> </ul>

#### Regulatory focus

Promotion focus	Prevention focus
<ul style="list-style-type: none"> <li>• Hope, wishes &amp; aspirations</li> <li>• "Ideals"</li> <li>• "I want..."</li> <li>• Nurturance/growth related regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Duties, responsibilities &amp; obligations</li> <li>• "oughts"</li> <li>• "I should..."</li> <li>• Security-related regulation</li> </ul>

#### Regulatory focus & affect

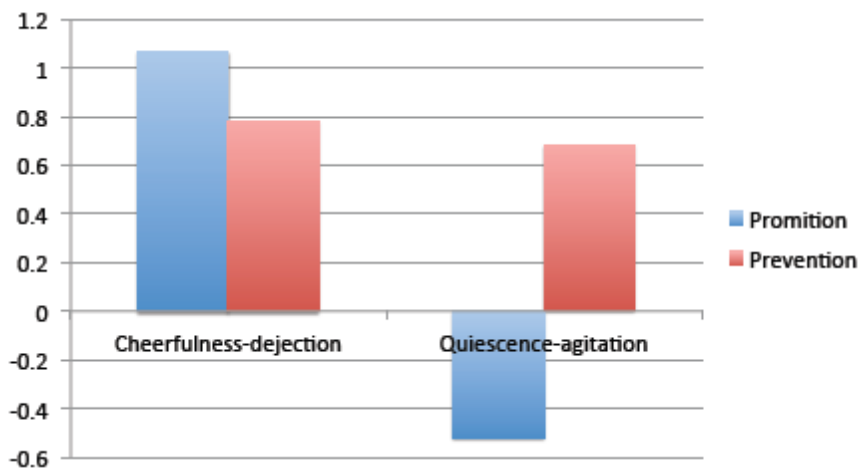
- 2 standard guide goal directed behaviour
- Stronger goals predict stronger emotional responses but specific response linked to different regulatory style
- Promotion focus on hopes & dreams;
  - Achieve: feel happy, satisfied
  - Not achieved: disappointed, dejected, sad & depressed
- Prevention focus on obligations & responsibilities
  - Achieve: calm, relaxed
  - Not achieve: tense, uneasy, & anxious
- Moreover, emotional response is a function of discrepancy from ideal/ought standard & strength of goal
- List ideal(ought) attributes
- Rate the extent to which u would ideally (feel you should) possess attributes
- Rate the extent to which u actually possess attribute
- Measure discrepancy(ideal-actual; ought-actual)

- Larger discrepancy, more negative emotion (ideal-dejection/ought-anxiety)
- Emotions also depend on strength of the goal(RT to above questions)
- Discrepancy X strength = emotional response

#### Regulatory focus framing

- Experimental manipulation
- Read & study letter strings for upcoming test
- Promotion framing: we want your performance to exceed the 70<sup>th</sup>% payment set to \$5 but you could gain
  - If u score above 70% u will gain \$1
  - If you do not score above 70% u will not gain \$1
- Prevention framing: payment set to \$6 but you could lose
  - If you score above 70% you will not lose \$1
  - If you do not score above the 70% you will lose \$1
- Same amount of \$
- ½ success feedback; ½ failure feedback
- Emotion assessed pre & post feedback

#### Change in emotion



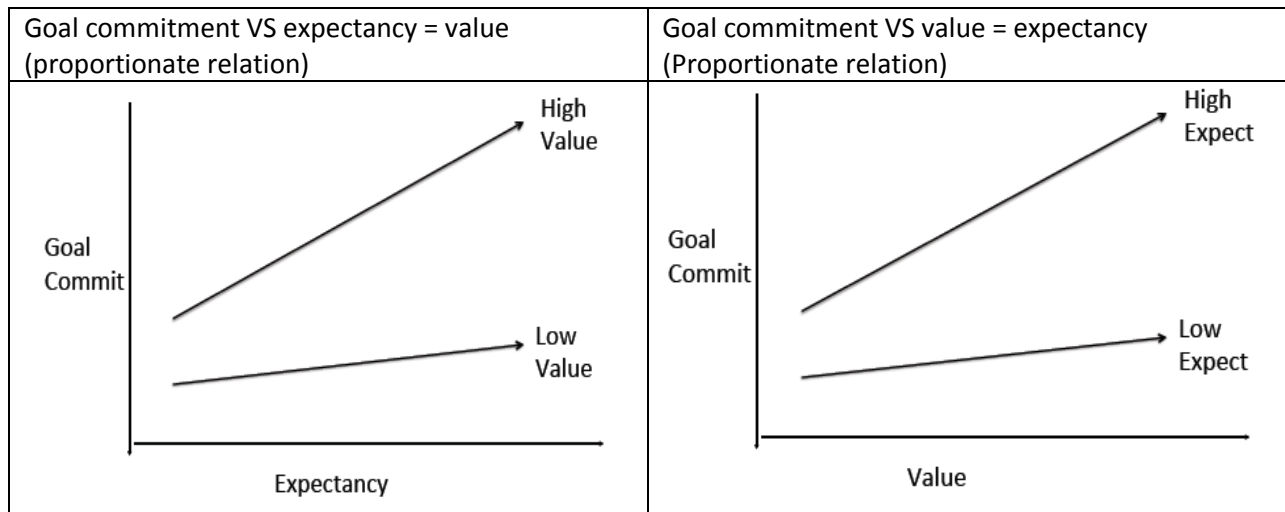
#### Expectancy – value revisit(promotion focus)

- Expectancy X value = goal commitment
  - Highest commitment when both are high
- Depends in regulatory focus
- Making decisions with promotion focus (approach matches) likely to MAX the product of value & expectancy – when pursuing ideals, were guided by how valued the idea is & how attainable it is
- Not so with prevention focus

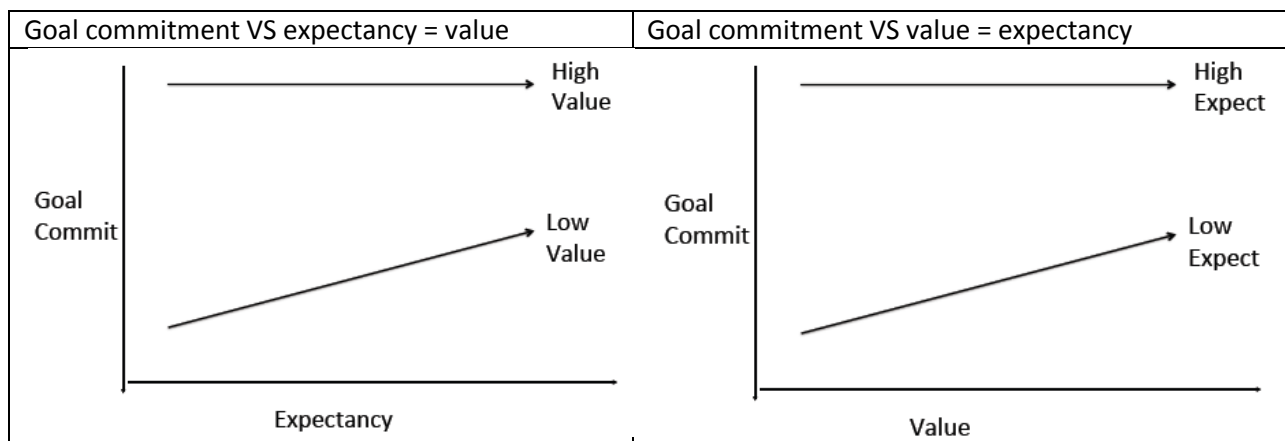
Expectancy- value revisited (prevention focus)

- Prevention focus associated with maintaining security & safety
- Should induce ppl to avoid all unnecessary risks by striving to only meet necessary responsibilities
- Different interactive relationship
  - As value INC, goal become necessity (e.g. insure safety of 1's child) & 1 must do whatever 1 can to attain it regardless of the difficulty
  - Expectancy info less relevant
  - Negative interactive effects
  - Less important responsibilities pursued only if attainment assured

Promotion focus



Prevention focus



- Rate the likelihood that you would take a course in your major
- Manipulate promotion / prevention focus

#### Promotion focus

- You intend to apply for honours & u want to MAX ur chances to being ACCEPTED. Ur performance in this class will influence ur chances of being accepted into honours. Ur chances are GREATER IF U FINISHED THE TOP HALF of the class than if u do not finished the top half.
- All student with ur major who took this course last yr applied to ur honours programme & 50% of them finished in the TOP HALF of the class

#### Prevention focus

- You intend to apply for honours & u want to MIN ur chances of being REJECTED. Ur performance in this class will influence ur chances of being REJECTED from honours. Ur chances of being REJECTED are Less IF U DON'T FINISHED IN THE BOTTOM HALF of the class than if u do finish in the BOTTOM HALF
- All students with ur major who took this course last yr applied to ur honours programme & 50% finished in the BOTTOM HALF of the class

#### Getting into honours – Shah & Higgins, 1997

- Rate probability that u would take the course
- Significant regulatory focus X expectancy X value interaction

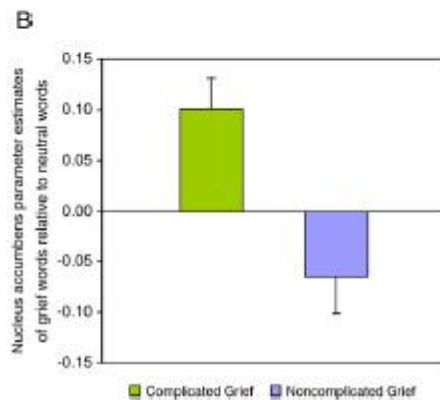
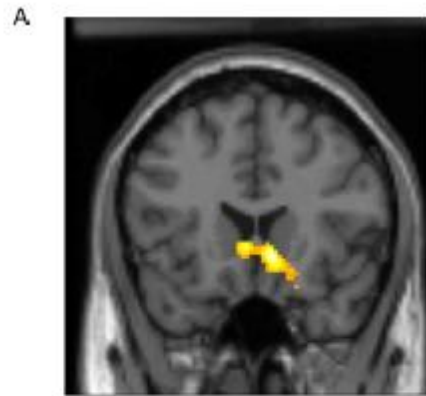
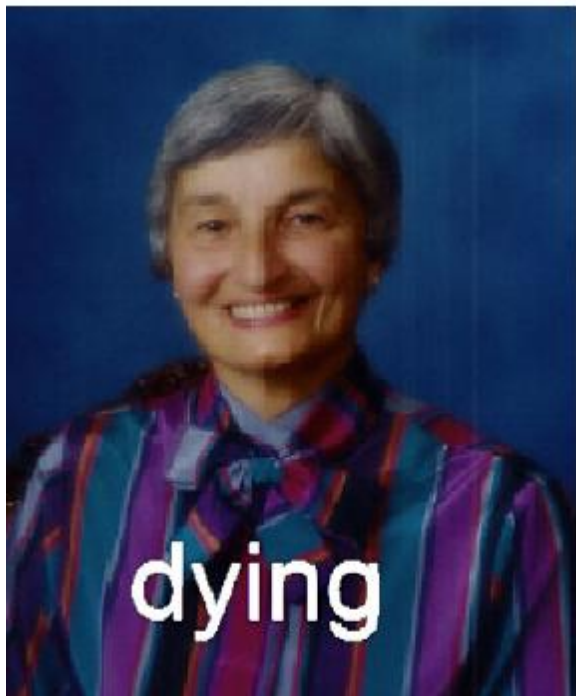
#### Probability that u will take the course

- Promotion focus
  - Positive expectancy X value interaction
  - If I think that I have a good chance to do well AND I think it's beneficial to me – I go for it; otherwise don't take the course
- Prevention focus
  - Negative expectancy X value interaction
  - If I think that I have a good chance to do well OR I think that it's beneficial to me – I go for it; otherwise I don't take the course

#### Regulatory focus

- Am I trying to win or am I trying not to lose?
- Am I pursuing my hopes & dreams or am I trying to meet my duties & obligations
- Do I think that I can win (or not lose)
- Warning: if u are drowning you may want the person on shore to have a prevention focus

#### What do (unmet) goals look like in the brain – O'Connor et al, 2008 NeuroImage



### Lecture 13 Mental control

Mental control – Wegner et al, 1098

- Goal pursuit: efforts to control external world
- Mental control: efforts to internal world
- Goal pursuit requires mental control
  - E.g. don't think about chocolate cake, cigarette, casino, etc
- How does mental control work
  - What are the mechanism underlying mental control/thought suppression
- Requires a state of simultaneous knowing & not knowing

Mental control – Wegner et al, 1987

- Mental control is an “ironic process”
- Attempts to suppress thoughts result in subsequent rebound of absorption with those thoughts (e.g. dieting often causes subsequent overeating)
- Does that suppression cause a “rebound effect” that INC subsequent expression of suppressed thought

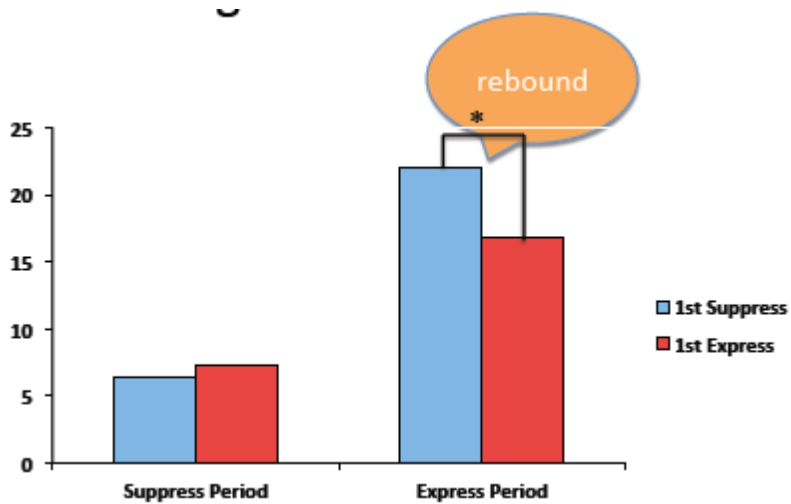
Paradoxical effect of thought suppression – Wegner, Schneider, Carter & White, JPSP, 1987

- Stream of consciousness task: verbalize thoughts for next 5 min
- Manipulate (after practice)
  - Suppress thought then express thought
  - Express thought then suppress thought
- “try not to think of white bear...”
  - “... ring bell every time u think or talk about white bear”
- Then “try to think of white bear” (and ring bell, etc)
- Expression 1<sup>st</sup> condition: got instruction in reverse order

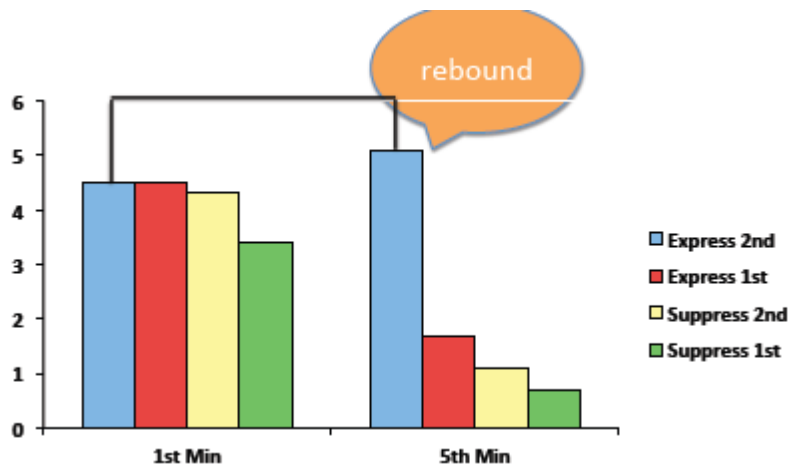
Try not to think of a white bear



Thought of the white bear



Bell rings per minute



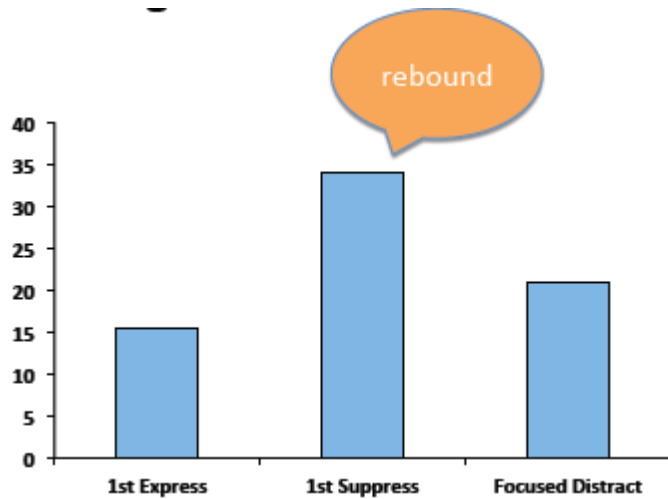
Why rebound effect?

- Attempts to distract involve thinking without focus
  - Told what to avoid, but not what to focus on
- Negative cueing:
  - What am I doing?
  - Trying NOT TO THINK about the white bear
  - I'll think about light bulb... boring...
  - What am I doing?
  - Not thinking abt the white bear
  - EVERYTHING becomes associated (cog. Linked) with negative cue
- When prohibition is lifted, prior negative cueing facilitates task of thinking about white bear
- Rebounded cue b/c person not reminded of suppressed thought about by the thought of the many other cues in the environment

Does suppression INC subsequent expression of thought?

- Stream of consciousness task
- Manipulate:
  - Express thought then suppress thought
  - Suppress thought then express thought
  - Suppress thought then express thought, but ~ " if u happen to think of a white bear..."
- "try not to think of white bear..."
  - ... ring bell every time u think or talk about white bear"
- Then, "try to think of white bear" (& ring bell, etc)
- Expression 1<sup>st</sup> cond. got instruction in revers order

Thoughts of the great white bear



#### Mental control

- Intention to suppress a thought involves operation of 2 cognitive process
  - Controlled distractor search designed to keep distractor in consciousness
  - Automatic target search that keeps eye out for unwanted thought
- If automatic search finds target, controlled distractor ready to step in with distractor
- Automatic target search makes person continually sensitive to unwanted thought

#### Feedback mechanism

- Intention to suppress activates
  - Automatic
  - Controlled
- Automatic: target in consciousness
- Controlled distractor search initiated
  - Brings series of distractors to mind until 1 is selected
- Attention now on absorbing distractor & controlled search turned off – “successful suppression”
- Automatic process still looking for signs of target
- When thought – associated detected, unwanted returns to consciousness & process starts over

## Monitor as an ironic process

- Monitor watches for potential lapses
- Signals the operating system
- Keeps the mind sensitive to thoughts indicating failure of mental control
- When capacity undermined, operating system limited & thoughts being monitor no longer controlled
- Hyperaccessibility of suppressed thoughts

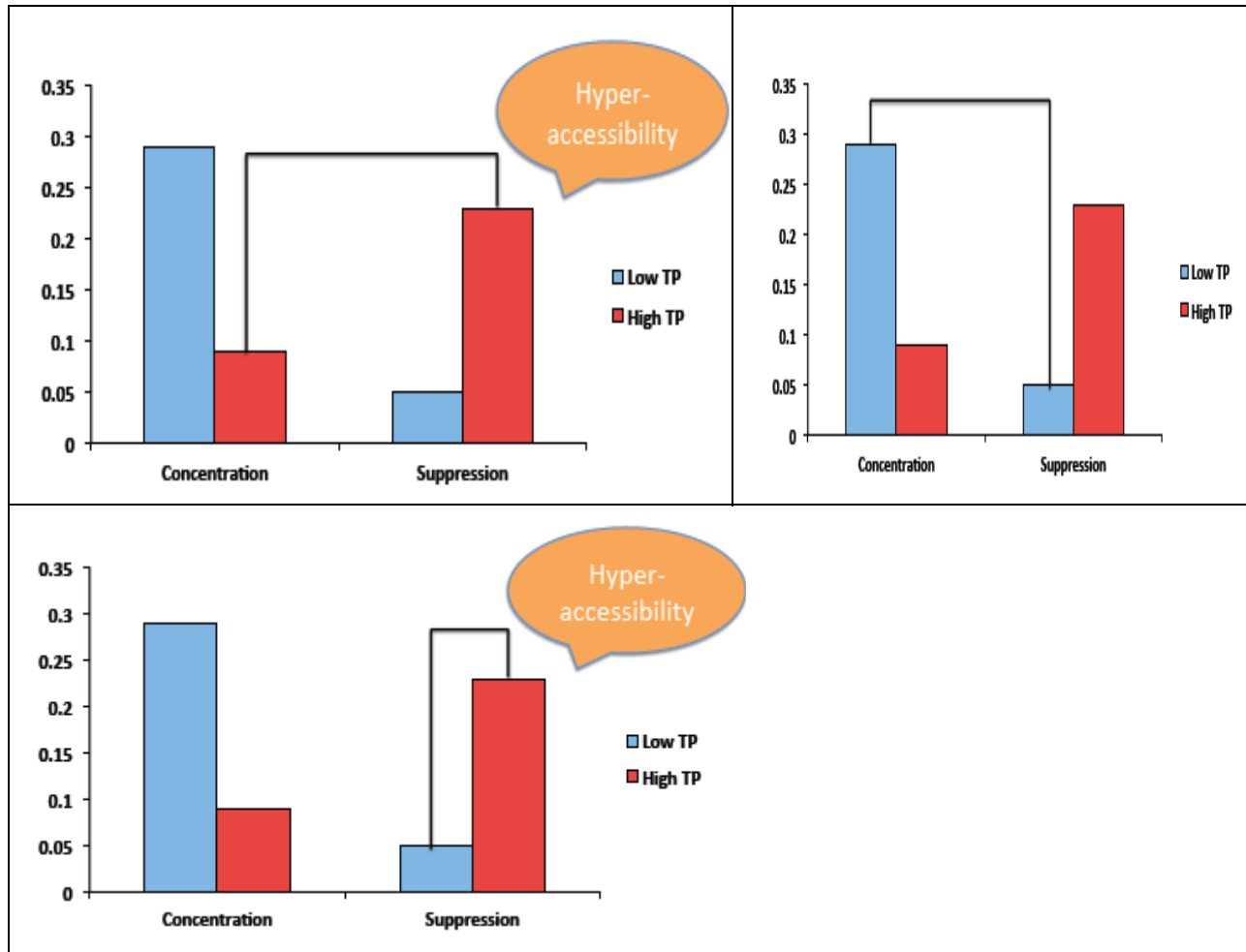
## Hyperaccessibility of suppressed thoughts – Wegner & Erber, JPSP, 1992

- Def: People trying not to think about a target thought show such *hyperaccessibility*--the tendency for the thought to come to mind more readily even than a thought that is the focus of intentional concentration--when they are put under an additional mental load or stress.
- Suppress VS concentrate on target for 5 mins
  - Think about / do not think about target (e.g. "house")
- Continue task along with word association task
  - Listen to words on tape & generate 1 association
  - E.g. "cat" "dog"
- Manipulate time pressure (disturbs operation of controlled but not automatic process)
  - 10 sec VS 3 sec to respond

## Word association task

- How often do participants think of suppressed word when presented with associated word
- Prompts: home, door, brick, roof
  - "house"
- Prompts: mother, little , adult, young
  - "child"

## Target responses per trail under low & high time pressure (TP) condition



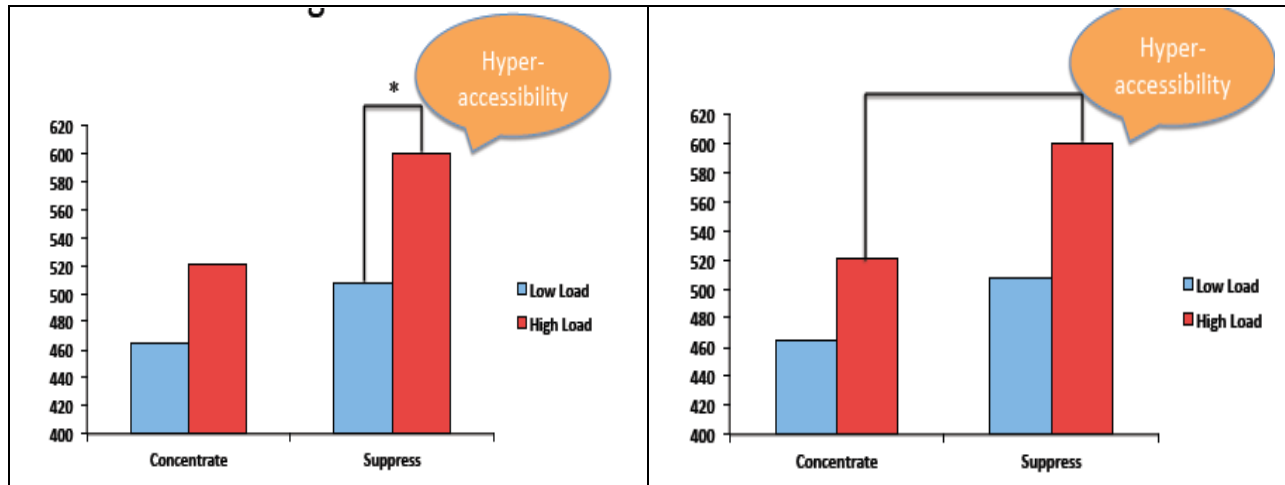
Is this an automatic process

- Stroop test while suppressing or concentrating on target
- Does target world interfere with Stroop
- Cognitive load manipulation (rehearse 9-digit #)

Stroop color naming task

RED	House
BLUE	Child
GREEN	Mountain
BROWN	Car

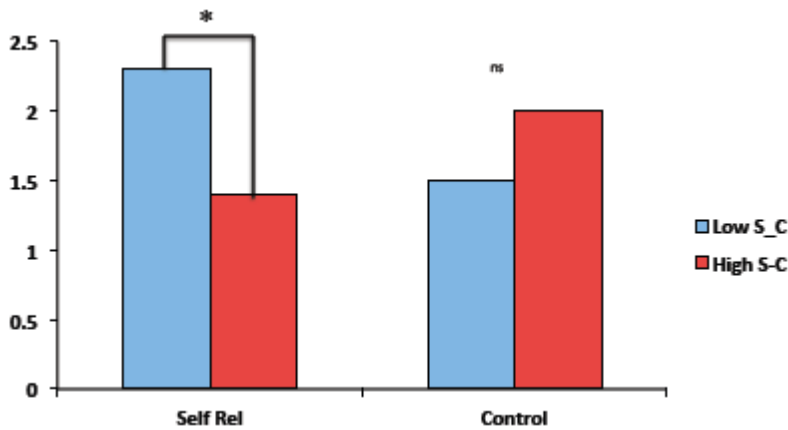
## Color naming reaction time



## Suppression of self-relevant thought – Renaud & McConnel, 2002

- Self – relevant distractor & self complexity
- Negative feedback on task that “predicts academic success in college”
- Stream of consciousness task
  - P1: verbal express (exp any & all thoughts)
  - P2: suppression (don’t think about poor perf)
    - ~ think about other self aspect
    - ~ think about white bear
  - P3: verbal expression (“rebound” period)
- Measure self-complexity

## # self aspects mentioned during rebound



## Ironic proceses & real life

- Secrets are suppressed
  - The way to make the keep something a secret is to not think about it (if I think about it I may reveal it to others)
- Suppression leads to obsession
  - The more I try to suppress, the more I obsess
  - Moreover, the more I obsess, the more I will see the secret as a positive- something desirable
- If we keep thinking (obsessing) about it (her) , then it (she) must be great (attraction)

Secret relationships - Wegner, Lane & Dimitri, JPSP 1994

- Are we more attracted to things precisely beucz they're secrets?
- Old falmes; secret VS public
- Obsessive (distract u to concentrate) / intrusive thoughts?
  - More obsessive thoughts about secret relationship (more often on their minds)
- Does this lead to greater attraction?
- How to study...?

Playing "footsie" – Wegner, Lane & Dimitri, JPSP 1994

- 2 opposite sex dyads, playing a card game
- 1 team instructed to use their feet to communicate manipulate "tip"
  - Keep ur feet in contact with each other uner the table throughout the game to help u communicate
  - Public VS private (secret) tip
- Rate attractiveness of partner
- Those played footsie in secret rated partner as more attractive than did those who played footsie in public & than those who did not play footsie

Cold VS hot flames

- Is there a difference btw the suppression of neutral & emotional thoughts

Hot flames are emotional

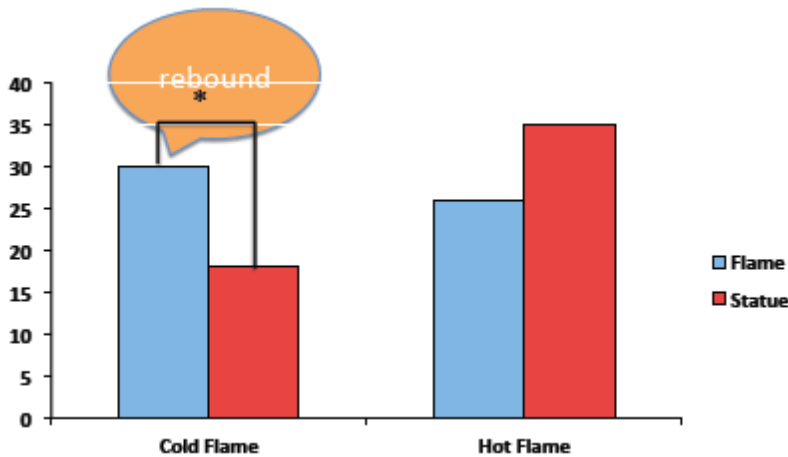
- "he's just popping through my mind every 5 min, but I'm not saying anything abt him becuz I don't really feel like crying & if I keep talking abt him I might shed a tear or 2"
- " I'm thinking abt her right now. I haven't thought abt her for a week or so... I don't want to be thinking abt her... I don't like this feeling."

Old falmes: still burning or died out?

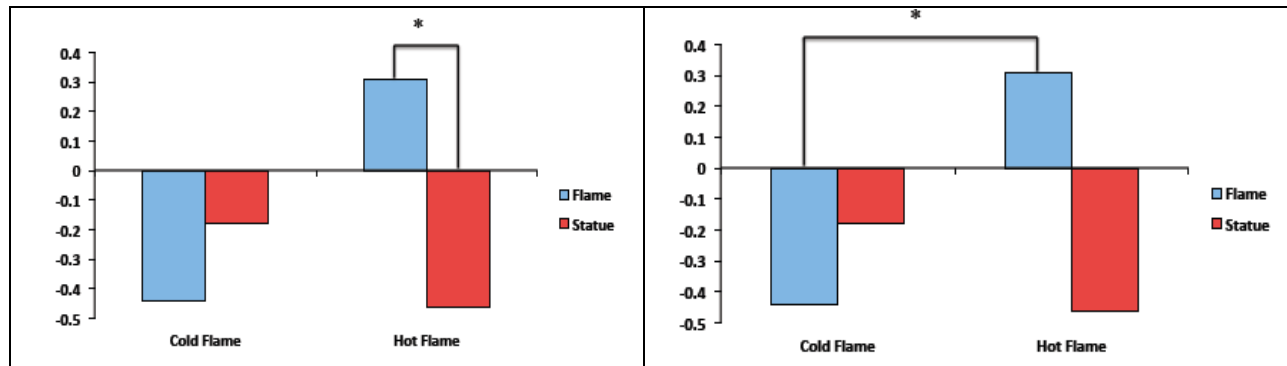
- Recruited participants who
  - Still desired old flame or
  - No longer desired old flame

- Then don't think about the flame or don't think about the status of liberty (control condition)
- Then think of the flame again
- Measure talking about flame in final set & emotional reactivity (with skin conductance)

Thought about old flame



Emotional reactivity about the old flame



Cold VS hot flames

- Is there a difference between the suppression of neutral & emotional thoughts?
- Association hypothesis: associations formed during suppression create a "rebound"
- Accessibility hypothesis: suppressed thoughts become hyper-accessible – thoughts rebound after suppression because a part of the mind is still searching for them
- Cold flames ~ white bears
  - Rebound following suppression
  - But not above initial expression period
  - Cold flame who did not suppress most uninterested
  - Accessibility or association?
- Hot flames

- Emotional rebound does not require cognitive rebound
- Emotional accessibility hypothesis: emotional reactivity occurs because thought is more accessible
- Thought does not have to appear in consciousness; accessibility produces intrusive & intermittent responses that are strong enough to produce emotional response
- Why not cognitive rebound? Defensive suppression to cognitive rebound suppressed in hope of avoiding on-going emotional reaction
- Association hypothesis
  - Experience of an emotional thought following suppression should produce greater emotion
  - Emotional rebound tied to cognitive rebound (activation of suppressed thought brings emotion to mind)
  - Cold flames & white bears?
- Accessibility hypothesis
  - Experience of emotional thought following suppression should produce greater emotion
  - Emotional response should be particularly strong during suppression (when target thought is suppressed from consciousness but highly accessible)
  - Emotional rebound does not depend on strength of relationship to cognition – because intrusive thoughts can be especially powerful you don't need many to elicit emotion
  - Hot flames & desired thought

Hank Williams

- “I can't get you off of my mind, when I try I'm just wasting my time. Lord, I've tried & I've tried, and all night long I've cried – but I can't get you off my mind” – Hank Williams

## Lecture 14 Killing us softly

Objectification theory – Frederickson & Roberts, 1997

- American culture socializes women to adopt observers' perspectives of their physical selves
- Self-objectification (appearance monitoring) –
  - Body shame → restrained eating
  - Consumed attention resources → diminished mental performance

“That swimsuit becomes you” – Frederickson et al, JPSP, 1998

- 72 females
- Traits self-objectification (concern with appearance)
  - Evaluate scent, clothing & food
- Manipulate state self – objectification
  - ½ women Try on swimsuit
  - ½ women Try on sweater
  - Alone in a dressing room with a full length mirror (without any other's presence)

- "evaluate the clothing as if u were on an actual shopping trip, deciding whether or not to purchase it "
- Measured body shame (while wearing garment)
- "taste test" sampling cookies & drink
  - given sample drinks & cookies

#### Body shame

- A causal effect relation btw body shame & traits self objectification as participants with higher self-objectification lead & body shame is participants with "swimsuits"

#### Probability of eating

- Cookies eating patterns
  - Eat all the cookies: no restraint group
  - Eat less than ½ of 1 of the cookies: true restraint group
  - Eat everything except for 1 bit of 1 cookies: symbolic restraint group(they probably eat as much as no restraint group n in terms for the favour of the cookies they like it, but feel psychologically restraint if they have a little bit left)

#### That swimsuit becomes you – Frederickson et al, JPSP, 1998

- 40 men & 42 women
- Trait self-objectification (concern with appearance )
- Study on "emotions & consumer behaviour"
  - Evaluate scent, clothing & food
- Manipulate state self-objectivation
  - Try on swimsuit
  - Try on sweater
  - Alone in a dressin room with a full length mirror
  - Evaluate the clothing as if u were on an actual shoping trip, deciding whether or not to purchase it
- Measured body shame (while wearing garment)
- Add a Math test (GMAT practice problem) in the end

#### Self conscious emotions

- Main effect of experimental condition (shame, guilt, feeling silly)
- But experimental condition produced unique emotional response in men & women (in swimsuit)
  - Men: sheepish, bashful, shy
  - Women : disgust, distaste, revulsion
- Body shame also predicted restrained eating in women
  - only in female, but 1 men who retained in eating is becuz he doesn't like the cookies
-

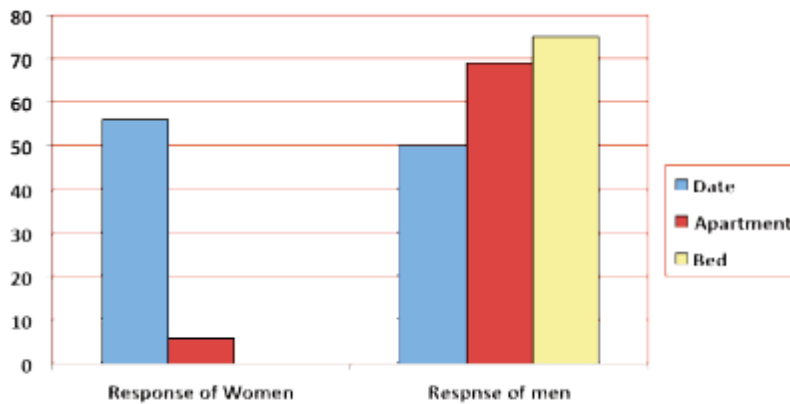
## Lecture 15 Sex, Gender & Psychology

- course emphasis
  - 1) Understanding Personality & Individual differences
  - 2) Understand how Personality & individual differences interact with situations, to influence thoughts, feelings & behaviours
  - 3) Sex & gender ultimate individual difference variables

### Gender differences

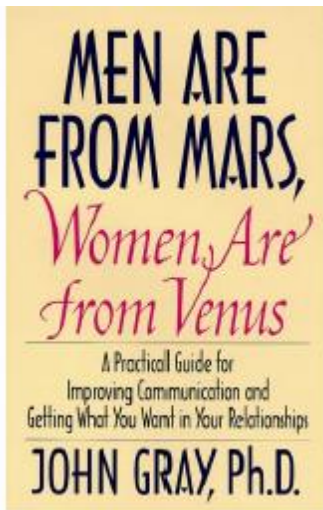
- Experiment: male approach by female confederate & female approach by male confederate
- 3 conditions
  - “I’ve been noticing you around campus & I find u to be very attractive”
  - “would you go out with me tonight”
  - “ would u go to bed with me tonight?”

Percent compliance with request – Clark & Hatfield, 1989



### Famous non-fiction

- copies in the decade
- CNN: highest world of non-fiction in 1990s



### Sex & gender

Sex	Gender
<ul style="list-style-type: none"> <li>• Biological meaning of being male or female</li> <li>• Presumably due to genetic &amp; evolutionary factors</li> </ul>	<ul style="list-style-type: none"> <li>• Social / cultural meaning of being male or female</li> <li>• Presumably due to roles &amp; learnings</li> </ul>

### Are males & females different?

- Give drug to 1 group and no drug on another and see the difference of the male & female for symptoms on them, such as math performance
- The effects are quite significantly different, but the overlapping is huge, regardless what effects they are studying
- **Small effect:  $d = .20$  ( $r = .10$ )**
  - 15% non-overlapping, 85% overlapping
- **Moderate effect:  $d = .50$  ( $r = .30$ )**
  - 33% non-overlapping, 67% overlapping
- **Larger effect:  $d = .80$  ( $r = .50$ )**
  - 47% non-overlapping, 53% overlapping

### Question: are males & females different

- Yes, but
- Effect sizes range from **0.01 – 2.18 (high range /magnitude of the effects for being male or female)**

- A meta analysis is a summary of previous research that uses quantitative methods to compare outcomes across a wide range of studies, traditional statistics such as t tests

Biological/ physical difference – Ashmore

- **Throwing (velocity):**  $d = 2.18$
- **Long jump:**  $d = .54$
- **Fine eye-motor coordination:**  $d = -.21$

- Positive value = male sex group mean > female sex group mean
- Largest effect sizes seen for biological/physical material category
- But even here there's variability
- How eye movement are coordinated with & affect hand movements, e.g. stringing beads

Differences in mental & social abilities

- **Math:**  $d = .41$
- **Visual-spatial perception:**  $d = .64$
- **Verbal tests:**  $d = -.11$
- **Decoding non-verbal cues:**  $d = -.43$

- Positive value = male sex group mean > female sex group mean

Differences in personality & social behaviour

- **Aggression (children):**  $d = .50$
- **Aggression (adults):**  $d = .29$
- **Leadership:**  $d = .41$
- **Helping:**  $d = .34$
- **Influenced by group:**  $d = -.32$
- **Eye gaze:**  $d = -.68$

- Positive value = male sex group mean > female sex group mean

Empathy

- Self-report:  $d = -.99$
- Reflexive crying:  $d = -.27$
- Picture story:  $d = -.10$

- Positive value = male sex group mean > female sex group mean
- Women are more empathy than men
- **Measurement makes a difference!!!**
  - The value in self-report is way higher than value from objective behaviour regarding empathy because of stereotypes
  - i.e. women think they were more empathic than they really are, so they rate higher than they are; men think they are less empathic and rate themselves lower than they actually are

Accuracy of gender stereotypes – Swim, 1994

### Perceived vs. meta-analytic effect sizes:

- Decoding non-verbal: A
- Influenced: A
- Math: A/U
- Eye-gaze: A/U
- Aggression: O
- Verbal: O

Note:

A = accurate (MA = P)

O = overestimate effect (MA ≠ P; P stereotype direction)

U = underestimate effect (MA ≠ P; P non-stereotype direction)

Why difference?

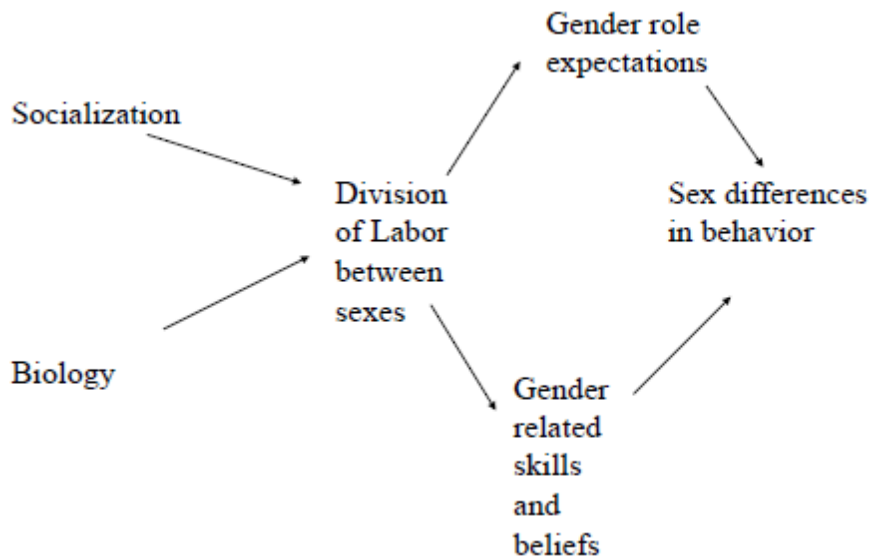
- Evolution theory
  - Traits development, masculine & feminine related to adaptive advantage
- Social role/scripts theory
- Gender schema theory
  - Schemas about how ppl self concepts form

Social role theory

- Social structure is the underlying force for gender differences

- Sex differences in behaviour is driven by the division of labor btw 2 sexes within a society
- Division of labor creates gender roles, which in turn lead to gendered social behaviour
- Various influences including child rearing & biology, bend males & females towards different roles – homemaker VS bankers
- Expectation, skills & beliefs associated with those roles that affect men & women’s behaviour
  - To conform to expectations abt being male, boys manifest traits associated with agency (e.g. competitive)

Social role theory – Eagly, 1987, Eagly & wood, 1991



Gender schema theory – Bem 1981

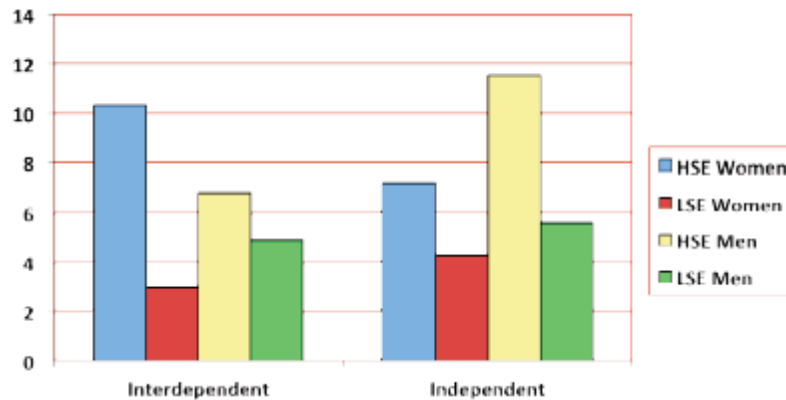
- Sex typing
  - Acquisition of sex-appropriate preferences, skills, personalities, behaviours etc
  - Process by which society translate “male” & “female” to “masculine” & “feminine”
- Derives from gender schematic processing
  - Readiness on the pt of the child to encode & organize info – including info about the self – according to culture’s definition of “maleness” & “femaleness”
- Gender schema developed to process info on the basis of sex-linked association
- Use gender relevant dimensions to develop self-concept
  - E.g. dominant, nurturing, etc

Gender & self-esteem – Josephs, Markus, Tafarodi, 1992

- Self-esteem results from living up to culturally mandated, gender appropriate norms
  - Men: separation & independence
  - Women: connection & interdependence
- Participants receive negative feedback in relevant domain
  - ½ “high ability for independent/ interdependent thinking” & ½ is vice versa

- Assess motivations to restore self-esteem/self regards?
  - “ how would you perform on this test in the future”
- High self esteem: should compensate, but not Low Self Esteem (feedback consistent with chronic neg.self regard)

Mean prediction of improvement on the 2<sup>nd</sup> test



- 2<sup>nd</sup> test
- Motivation to restore self esteem after the negative feedback
- Particular women with high self esteem: women think they will have a higher score in “interdependent thinking” on 2<sup>nd</sup> test
- Men with HSE: will restore (go back) n predict they will do better to show their “independence” on 2<sup>nd</sup> test

What psychological factors underlie difference btw men & women

(--- commonly men are consider less empathy than women, but what causes that??)

Sex, gender & psychology – Helgeson, 1994

- Male & female – difference btw being male & female
- Masculine & feminine - traits
  - Limiting becuz definitions are culture bound & time bound (traits of masculine & feminine changes over time)
  - What are these traits getting at?
- Agency & communion

Agency

- Focus on self
- Separating self from others
- Instrumental motives
  - Instrumental in the way they do things

- Power
  - strong drive, need for power
- Dominance

#### Communion

- Focus on others
- Forming connections with others
- Expressive motives
- Intimacy
- Agreeableness

#### Agency & communion

- Dimensions orthogonal
  - High-high
  - Low-low
  - High-low
  - Low-high

#### Unmitigated agency

- Agency without communion
- Focus on self to the exclusion of others
  - Manipulating others for selfish ends
  - Refusing & ordering others

#### Unmitigated communion

- Communion without agency
- Focus on other to the exclusion of the self
  - Overly involved in other's problems
  - Tolerating insults
  - Accepting verbal abuse
  - Repeatedly apologizing

#### Gender differences in well-being

- The following differences are driven by agency & communion

Men	Women
<ul style="list-style-type: none"> <li>• Higher mortality</li> <li>• Heart disease</li> <li>• Accidents</li> <li>• Acting out</li> </ul>	<ul style="list-style-type: none"> <li>• Morbidity (high prob of being ill)</li> <li>• Depression</li> <li>• Internalizing</li> </ul>

### Agency & well-being

- fewer health complaints
- less depression
- less anxiety
- who is sb who does not have much agency
  - unmitigated communion (communion without agency)
  - those (women) who are vulnerable to unmitigated communion, that correlates with health complaints, depression & anxiety
  - consistent w/ link btw women depression

### Communion & well being

- less alcohol use
- less aggression
- more help seeking
- more help seeking
- how is low on communion?
  - Unmitigated agency (agency without communion)
  - Focus on self to the exclusion of other
  - Lack of communion may be a risk factor for problem that tends to show up in men

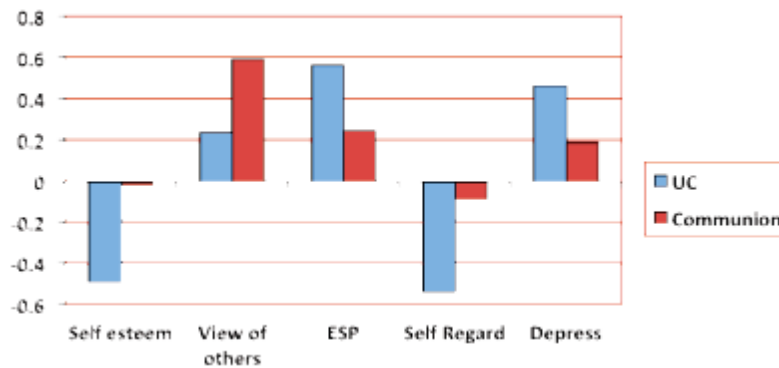
### Unmitigated communion – Fritz & Helgeson, 1998

- “I always place the needs of others above my own”
- “I never find myself getting overly involved in other’s problems” (Reverse score item)
- “for me to be happy, I need others to be happy
- “I have no trouble getting to sleep at night when other people are upset”(reverse score item)

### Externalized self-perceptions

- “I tend to judge myself by how other ppl see me “
- “ when I make decisions, other ppl’s thought & opinion influence me more then my own thoughts”

### Unmitigated communion



- Self esteem
  - UC is lack of self esteem (lack of agency), so very low with self esteem
  - Communion still have very little influence on self esteem, as it still have self
- View of others
  - UC have less positive view of other than communions
- ESP : externalized self perception
  - US has high value as external(3<sup>rd</sup> person) perspective has great influence to UC ppl
  - Communion still have self, so the value of ESP is lower than UC
- Self regard
  - UC lack of self: very low self regard
  - Communion still have self, but more abt others , so it's -ve

#### Unmitigated communion

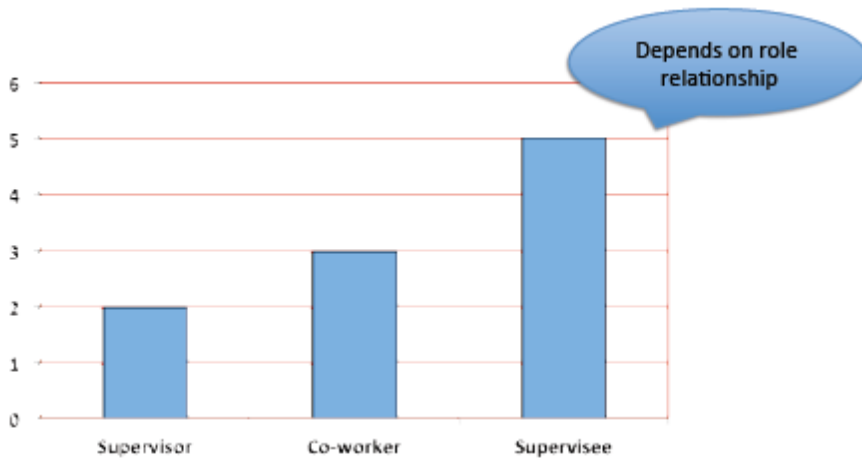
- A way of orienting self to other that is not adaptive
- Focus on other (overinvolved) & neglect the self
- Stop taking care of the self (not eating, sleeping, etc)  
acute illness & depression
- Acute illness & depression (--- becuz they care too much abt others than self)

#### What about situations?

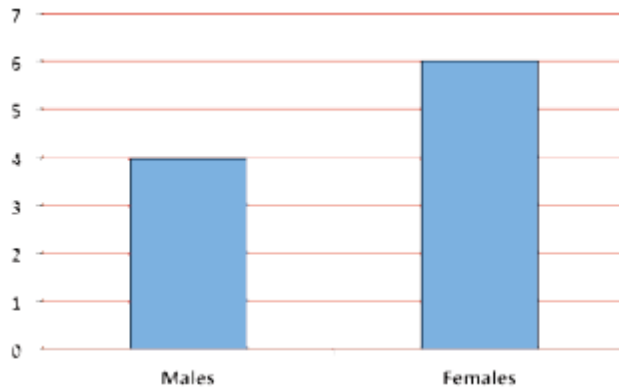
Situational influences on gender differences in agency & communion – Moskowitz et al, 1994

- Men & women
- Measured agentic & communal behaviours
- 20 days at work
- Test of social role theory
  - Compare supervisor & supervisee roles for men & women

#### Probability of engaging in agentic behaviour at work



Probability of engaging in communal behaviour at work



Changes in women's assertiveness in response to status & roles – Twenge, 2001

- Cross temporal meta analysis (1931-1993)
- Declines in assertiveness: 1946-67
- Rises in assertiveness : 1967-93
- Some recent studies show no sex differences

Women's assertiveness(confidence) over time

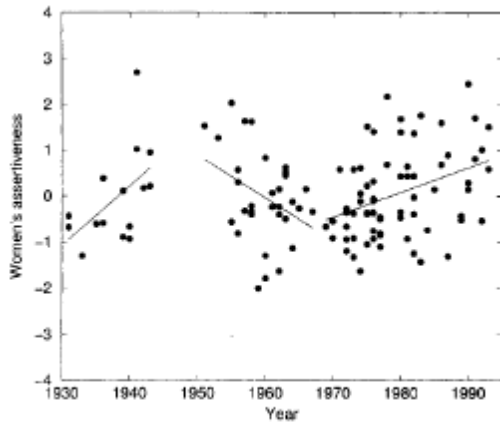


Figure 3. Women's assertiveness scores over time.

Changes in women's assertiveness in response to status & roles – Twenge, 2001

- Why did assertiveness change
- Assertiveness varies with status & social role
  - University degrees obtained 10 yr prior predict changes in assertiveness
  - (--- role changes & change personalities)
- Changing sociocultural environmental can affect (women's) personalities (e.g. social role theory)

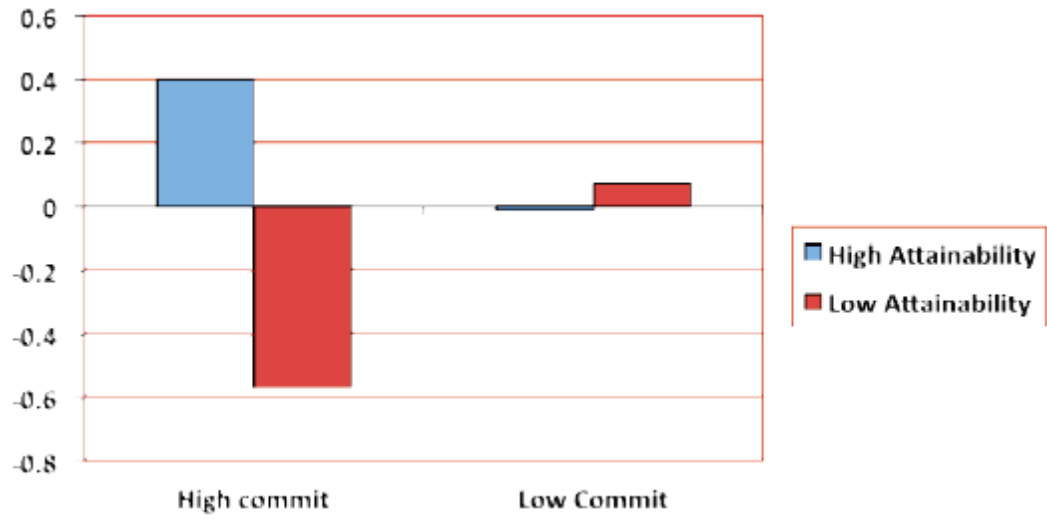
Dynamics of masculine- agentic & feminine – communal traits – Abele, 2003

- Reciprocal impact hypothesis
  - Traits influence role enactments
  - Role influence self- conceptions
- Agency → career success → agency
  - T1 agency predict T2 agency
  - T2 career success predicts T2 agency
- Communion → family
  - T1 communion precits family goals
  - But T2 family don't predict communion
  - Communion less malleable or stage of life

Pursuing motive congruent goals --- Brunstein et al, 1998

- Are ppl happier when making progress towards motive congruent goals?
- Measure agentic VS communal motives
- Evaluate goals (agentic VS communal)

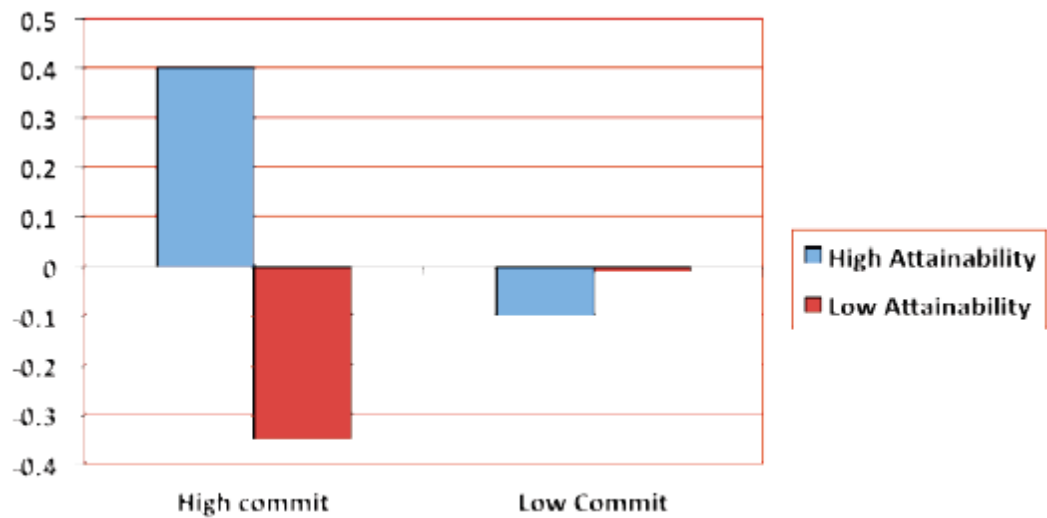
Changes in subjective well being as a function of prior commitment & goal attainability



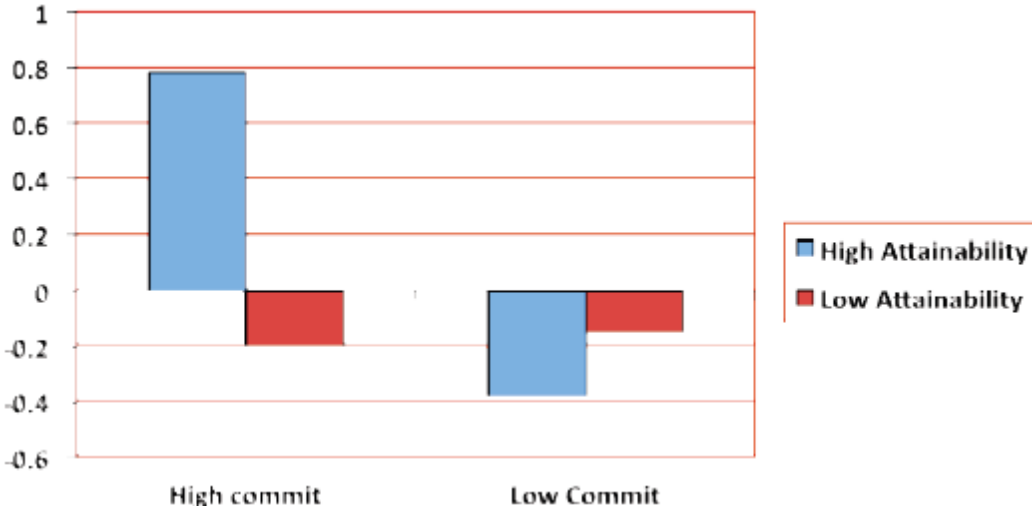
Goal commitment X attainability

- Happy when we are attaining goals that we committed to
- Maybe this matters only when the goal is congruent with 1's motives?

Changes in SWB as a function of commitment to agentic goals & goal attainability: agentic motivated students



Changes in SWB as a function of commitment to communal goals & goal attainability : communal motivated students



## Lecture 16 Implicit theories

(--- behaviour may be influenced by their underlying personalities, but often we missed the consideration of the situational factor that causes the behaviour)

Implicit theories – Dweck, 1999

- Some students persist in the face of failure whereas others give up – Why?
- Implicit beliefs about intelligence impact approach to challenging task:
  - Intelligence unchangeable, then shy away from academic challenges
  - Intelligence malleable (increased through effort & persistence), then seek them out

Entity	Incremental
<ul style="list-style-type: none"> <li>• Attributes fixed</li> <li>• Performance goals</li> <li>• Document ability</li> <li>• Avoid risk</li> <li>• Ascribed</li> </ul>	<ul style="list-style-type: none"> <li>• Attributes malleable can be acquired</li> <li>• Learning goals</li> <li>• Develop ability (acquire/develop competence)</li> <li>• Seek challenge</li> <li>• Achieved</li> </ul>

Making judgement about ability – Butler, 2000

(--- implicit theory of intelligence & how they influence the judgement of the ability???)

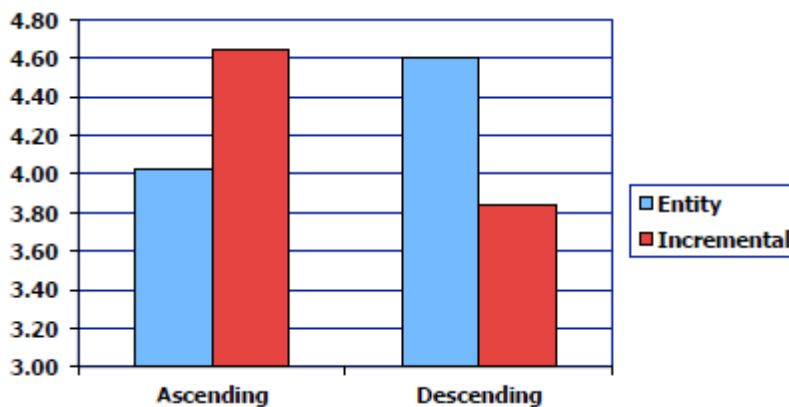
- How do ppl interpret temporal trend?
- Do implicit theories influence the kinds of attributions ppl make abt from info on improving/declining performance?
- Do implicit theories influence diagnosticity of feedback
- 1<sup>st</sup> performance fixes judgement
- Last performance reflects what has been learned

- Entity (stable) 1<sup>st</sup> outcome diagnostic; infer higher ability even when performance declines  
(--- entity view: **consider intelligence is based on 1<sup>st</sup> incident, even tho the performance declines eventually**)
- Incremental (malleable): last outcome diagnostic; infer higher ability when performance improves
- (--- incremental view: **consider the last performance about the intelligence**)

### Study 1 – Butler, 2000

- 215 students (G8 & 9)
- Manipulation
  - Entity : “studies show that mathematical ability does not change much throughout life”
  - Incremental: “studies show that ppl acquire math ability through learning & practice; ppl who learn as they work develop higher ability
  - No-theory (but measured individual differences)
- Rate students based on scores on 10 math problem/day, over 10 successive days
  - Ascending (1/2)
  - Descending (1/2)
- We are interested in how pupil’s judge ability. G8(or 9) pupils in another school worked on numerical series problems... here are the scores for each day of 1 pupil
- Question
  - 1) 3343657698 → how do you rate this pupil’s mathematic ability
    - 1 = very low 7 = very high
    - Ans: this is a ascending condition
  - 2) 8967563433
    - 1 = very low 7 = very high
    - Ans: this is a descending condition

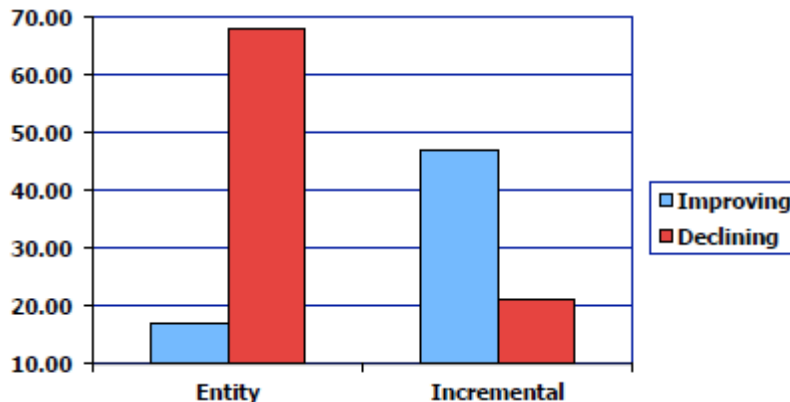
Rate this pupil’s mathematical ability



- Entity view: intelligent is more fixed → rate more ppl in a descending performance  
(--- intelligence based on 1<sup>st</sup> performance)

- Incremental view of intelligence: rate ppl much higher in ascending condition (--- intelligence based on overall & final performance)
- Priming sth, we also have the causal relationship btw holding this view & actual attribution that making this view; rather than individual differences

Who has greater mathematical ability



- Entity view: intelligence is fixed (on 1<sup>st</sup> performance → rate much higher math ability → low performance at the end, so is a huge declining)
- Incremental view: intelligence is overall performance, so rate higher in “improving “ then declining “

Study 2 - Temporal VS normative feedback (self)

- Implicit theories will moderate self appraisal
  - Entity : document ability → normative feedback diagnostic (--- normative feedback = **you perform better or worse compare to other individual**)
  - Incremental document ability to acquire competence → temporal feedback diagnostic
- 398 pupils in G8 & 9
- Assess individual differences in implicit theories

Theories of intelligence – Dweck & Henderson, 1986

- “everyone has a certain amount of mathematical ability, n 1’s can’t do much to change this amount”
- “1’s mathematical ability is sth abt one’s that can’t change much”
- “ppl can learn new things in math, but they can’t change their basic mathematical ability”

Study 2 – temporal VS normative feedback (self)

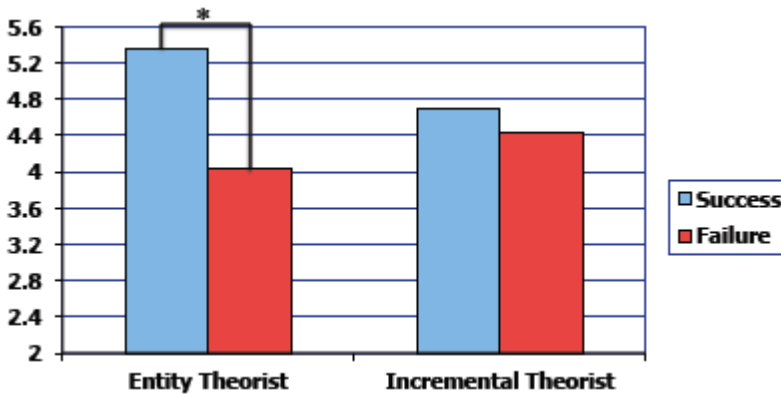
- Perform spatial or verbal reasoning task
- Bogus feedback (1/4)
  - Temporal feedback

- ~ improvement VS decline
- Normative feedback (compared to other students )
- ~ success VS failure

Normative feedback

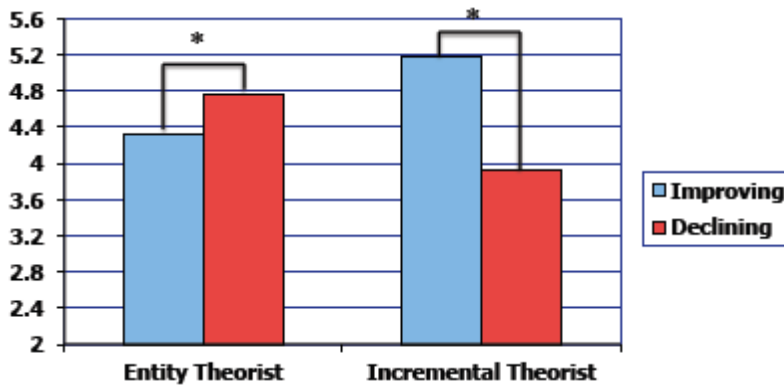
- Now u can see how you did compared with other pupils. We randomly chose 6 pupils in another school who worked on the same questions u did

Rate ur analysitical ability: normative feedback conditions



- Blue = successful s feedback
- Entity: concern documenting ability → concern normative feedback → attribution about ability is a function of normative feedback they got (higher ability when they are told they're better than other students or worse lower ability they are told they were worse than other students)
- Incremental : as it's not aim to use normative feedback (on ability & intelligence) → it use temporal feedback , so not much changes in success/failure

Rate your analytical ability: temporal feedback



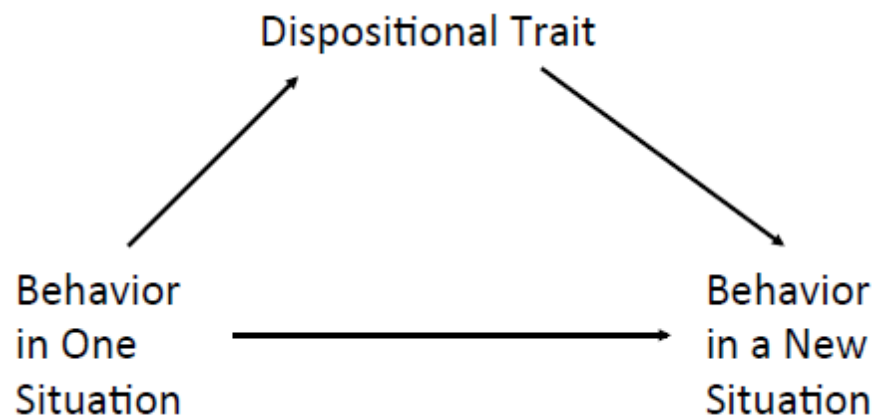
- Entity: did consider temporal feedback when judging the ability → 1<sup>st</sup> performance is indicative for the entity theorists → so even if ppl improve, their rate is still low; if ppl decline, they still rate high → so improving rate is generally lower than declining rate
- Incremental : consider temporal feedback is more diagnostic of intelligence → more influence by manipulation → consistent rate themselves as higher analytical ability “higher” or “improve” over time → overall rating: higher in improving than declining

How do implicit theories generalize beyond academic ability?

Lay dispositionism & implicit theories of personality – Chiu, Hong & Dweck, 1997

- Does behaviour in 1 situation allow u to predict a person’s behaviour in a different situation?
- Lay dispositionism
  - Using traits to predict behaviour in a specific situation
  - Using single behaviour to predict a person’s traits (disposition)
  - Behaviour consistent across situations
- Do implicit theories of personality influence lay disposition
  - (--- entity theorist: more likely to engage in lay disposition theory)
  - (--- incremental theorist: as its theory is performance can change overtime contradicts lay disposition theory)

A lay dispositionist model of behaviour



- Fundamental assumption: Behaviour across situation are mediate by dispositional traits
- Behaviour in 1 situation is used to predict behaviour in a new situation due to the fact that behaviour is predict by disposition

Measuring implicit theories of dispositions

- “the kind of person sb is something very basic abt them & it can’t be changed very much”
- “ppl can do things differently, but the important pts of who they are can’t be really changed”
- “everyone is certain kind of person & there’s not much that can be done to really change that”

## Lay dispositionism

	Entity theorist	Incremental theorist
Lay dispositionism	<ul style="list-style-type: none"> <li>• Traits are fixed</li> <li>• Diagnose at 1 instance</li> <li>• Predicted behavior at another time</li> </ul>	<ul style="list-style-type: none"> <li>• Traits/Qualities are malleable</li> <li>• Understand dynamics of behaviour</li> <li>• Weaker traits inferences (if behaviour can be change, what are the forces)</li> </ul>

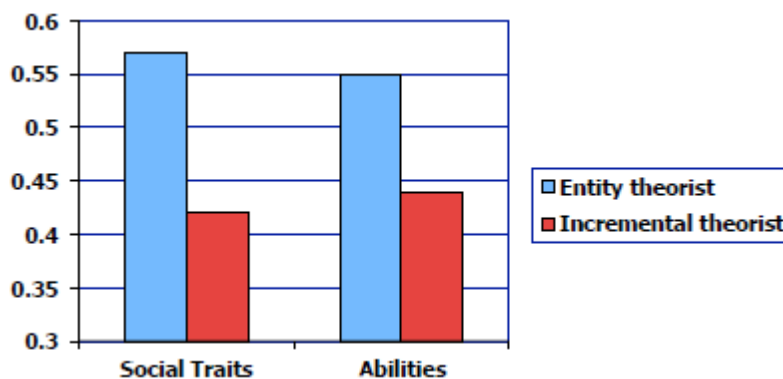
### Study 1: predicting future behaviour

- H1: are entity theorist more likely to use traits displayed in 1 situation to predict behaviour in another unrelated situation?
- Measure lay disposition
- Read 4 scenarios & predict behaviour
- Ans: behaviour in 1 situation should be able to predict behaviour in a subsequent situation
  - **becuz traits are fixed , n traits are what's influencing the behaviour in both of these situations**

### Predict behaviour

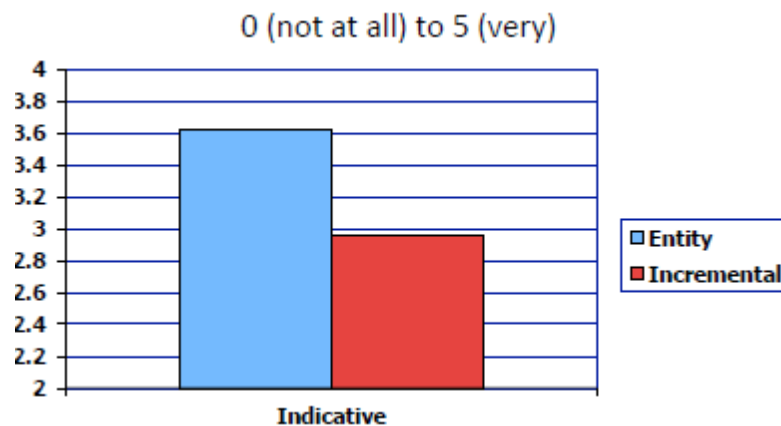
- 0.00 – 1.00 probability
- Study 1: tendency to use behaviour to predict 1 behavior in a subsequent behaviour
- Situation 1:
  - Suppose u observed Jack & Joe in 1 particular situation & found that Jack was more friendly than Joe. What do u suppose is the probability that in a completely different situation, you would also find Jack to be more friendly than Joe

### Probability of future behaviour in a different situation



- Entity : more likely to predict the result in situation 1
- Incremental : less likely to predict the result listed in situation 1  
 ~ Incremental is significantly lower than chance ( $< 0.5$ ) → if they are less likely to behave in that way listed in situation 1, it will also be less likely to behave same way in subsequent situation
- Study 2 : predicting moral character
- Study 2: tendency to make trait judgement based on single instance of behavior
  - H2: are entity theorists more likely to infer disposition from behaviour?  
 (---based on single instance – from behaviour in 1 instance to infer/predict the disposition of the person)
  - Read list of 35 behaviors  
 ~ “risking 1’s life for another”  
 ~ “making 1’s bed in the morning”  
 ~” interrupting sb who is speaking”  
 ~ “stealing a car”
  - To what extent does this indicate how good or bad a person X is

Judgement of moral character based



- Self reported entity theorist more likely to consider the behaviour is more “indicative” than general moral character than incremental theorists
- i.e. entity: behaviour from 1 instance represents the majority of the person’s moral character
- i.e. incremental: behaviour from 1 instance to predict behaviour cross situations n their disposition
- Study 3: manipulating implicit theories
  - Individual differences in implicit theorist of personality reflect general frame work for social inference
  - Most ppl are close to the middle on trait measure
  - What is available can be primed

- Read short article presenting entity or incremental theory (lead ppl to adopt mode of thought)
  - (--- why measure individual individuals (manipulated) for social inference as the result is very close to the median of the social result, for the general social theory???)
- Manipulation

Entity	Incremental
In his talk at the American Psychological Association's annual convention held at Washington D.C. in Aug, Dr George Medin argue that	
<b>In most of us, by the age of 10, our character has set like plaster &amp; will never soften again.</b>	<b>No one's character is hard like a rock that cannot be changed. Only for some, greater effort &amp; determination are needed to effect changes</b>
He reported numerous large longitudinal studies which show that	
<b>Ppl's age &amp; develop, but they do so on the foundation of enduring dispositions</b>	<b>Ppl's personality characteristics can be changed even in their late 60s</b>

- Behaviour prediction questionari (study 1) & trait judgement questionnaire (study 2)
- Study 1: tendency to use behaviour to predict 1 behavior in a subsequent behaviour
- Study 2: tendency to make trait judgement based on single instance of behavior
  - ~ H1 behavioral prediction: entity > incremental
  - ~ H2 trait judgment: entity > incremental

What about other cultures? --- Do East Asians make the fundamental attribution error (aka correspondence bias)

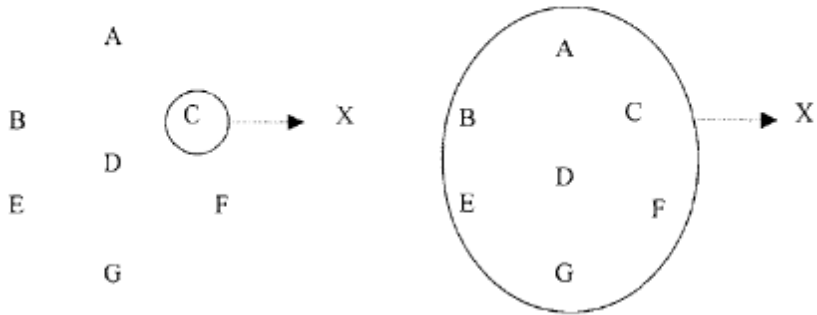
Culture & the construal of agency --- Menon, Morri, Chiu & Hong, 1999

- Who is the causal agent – the individual or the collective
  - NA: individual is free agent
  - East Asians: individual constrained by / less agentic than social collective (--- emphasis on interdependence, collective identity)
- Draw dispositional inferences abt the assumed causal agent
  - Disposition of collective: EA > NA

Implicit theories of agency

Individual Agent Construal

Collective Agent Construal

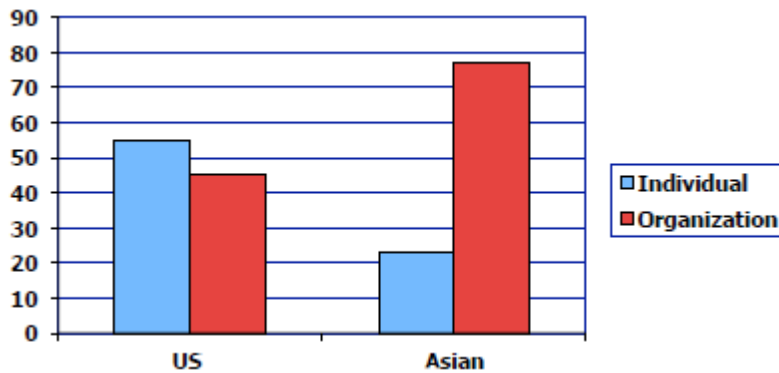


- Individual :group of different actors, construed for agency → individual is the casual agent of the situation (i.e. C individually cause outcome X)
- Collective: group of individuals that influence a particular outcome X

Culture & the construal of agency – Menon, Morris, Chiu & Hong, 1999

- Analyzed articles abt “rouge trader” scandals reported in newspapers & calculated # references to individual VS organization in NA vs Jp newspapers

Insider trader scandal is due to

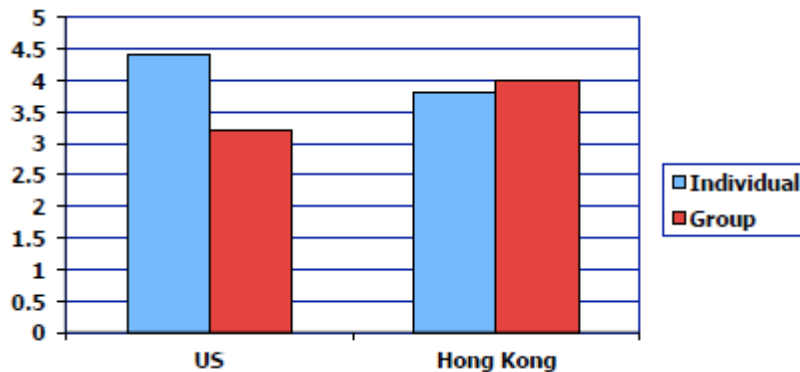


- Consider the references of individual or organization as being the causal agent in particular rouge trader scandal
- US: more references to individual than Asian
- Asian: more references to organization as the casual factor to the scandal than individual

Culture & the construal of agency – Menon, Morris, Chiu & Hong, 1999

- Study 2: read vignette (小插图) about late co-worker & team performance
- Is individual “free rider” who shirked obligations to the group?
- Or is the group at fault becuz they failed to incorporate the member

- example
  - the project involved few complications but 1 problem constantly plagued the group. 1 co-worker, Z, consistently showed up late for meetings & worse, missed deadlines. Z had reasonable excuses for every incident... tied up with a personal emergency, came down with the flue. Final analysis, Z did not get the work done to the group's satisfaction & the group was often charged with the responsibilities that should have been Z's. Group relations suffered, members of the group lost patience with Z & became sidetracked from the project. As a result, the final product did not meet expectation of quality.
  - Project was not successful becuz

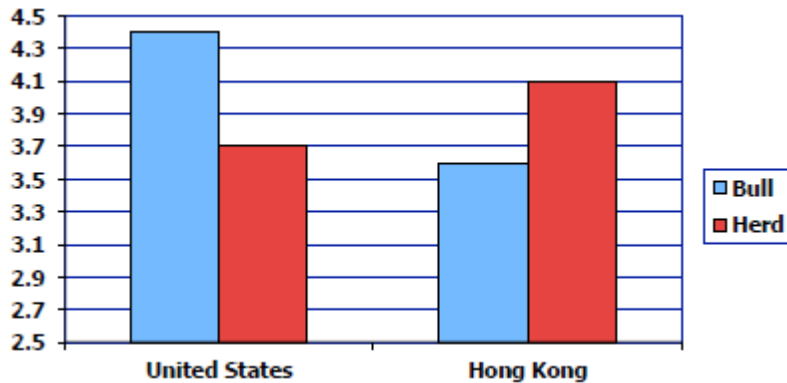


- US student: more attribution/reference individual is the source of problem
- HK student: they felt the group is more responsible for the lack of success of the project

Culture & the construal of agency – Menon, Morris, Chiu & Hong, 1999

- Study 3: Rogue bull VS rogue herd?
- Disposition of individual or group → fundamental attribution error
- Are the NA more likely to make dispositional attributions abt the individual & EA more likely to make dispositional attribution abt the group
- Read 3 cases of wrong doing
  - Actor = individual (1/2)
  - Actor = group (1/2)
- Assess dispositional attributions (VS external)

Dispositional attributions



- Scenario
  - Farmer breed a cattle, at first the (manipulation of individual/group), bull (individual)/ herd (group), seem agitated by sth near the farmer, so the bull/herd hurt the farmer, and the bull/herd escape and run free
- Tendency of this scenario
  - US: More disposition attribution when actor is the individual (bull) than the group (herd)
  - HK: more disposition attribution when actor is group (herd) than individual (bull)
- Motivated cultural cognition: the impact of implicit cultural theories on dispositional attributions varies as a function of need for closure ---Chiu, Morris, Hong & Menon, 2000

#### Need for closure

- Seize & freeze on the most accessible cognitive alternative when making a judgement
- Individual differences (trait)
- Contextual differences (ambiguity)
- Does need for closure lead ppl to rely on implicit theories when making judgements abt ambiguous social event
  - Ans:

#### Implicit cultural theories

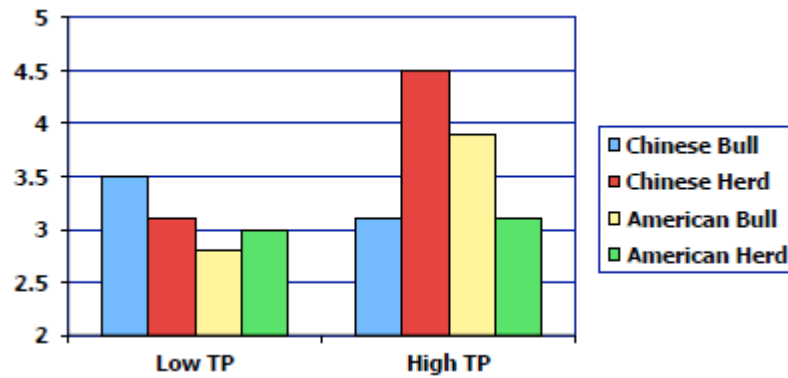
- Chronically accessible
- Use under high need for closure

#### Return of the bull (or herd) – Chiu, Morris, Hong & Menon, 2000

- Read individual or group version of “rogue cattle” story
- Measure attributions:
  - Dispositional, e.g. “the bull/herd was aggressive”
  - Effort, mental state, situational
- Situational need for closure manipulated by time pressure  
 (---Motivated process: situational need for closure influence the extend on how much they rely on implicit theory )

(---Time pressure influence the psychology need for ppl rely on implicit theory for closure)

Return of the bull (or herd)



- Low Time Pressure: only need 12 min, but given 15 mins
  - Not much difference when low TP for the casual factor
- High time pressure: need 15 mins but only given 12 mins
  - Chinese: disposition attribution when the actor is group VS actor is individual
  - US: disposition attribution when actor is individual VS actor
- Need for closure (high need for conclusion)
  - In this case, manipulation is time pressure
  - High need for closure(short of time): rely a lot of implicit theory
  - Low need for closure( lots of time): don't rely on implicit theory as much when making attributions as the source of behaviour

Summary

- Implicit theories provide us with a framework for interpreting & predicting social events
- Cultural theories are "ONE" cognitive tool
  - When activated
  - When making top-down rather than bottom up judgements
- Content may differ but process is the same