Cheatography

Social psychology Cheat Sheet
by psychedup via cheatography.com/178770/cs/38021/

Social influence

Ways in which individuals are influenced by the beliefs, attitudes, and behaviors of others

Types of social influence:

Social influence (cont)

Conformity	Adjusting one's thoughts, beliefs, attitudes, and behaviors to align with those of a group or social norm
	may conform due to a desire to fit in, be accepted, or avoid social rejection
	can be explicit (overtly agreeing/adopting the group's behavior) or implicit (adjusting behavior w/o overt response)

Sherif's Research on the Autokinetic Phenomenon: Muzafer Sherif (1937)
investigated (1)how norms emerge and (2)their influence on behavior in a social group
In this study, participants were individually shown a small dot of light in a dark room and asked to estimate its movement. When participants were later placed in groups and asked to make their estimates together, they gradually converged on a common estimate, demonstrating the emergence of a group norm. Sherif's study highlighted the role of *informational social influenc*e, where individuals rely on others' judgments and conform to establish a shared understanding.
Autokinetic phenomenon- when placed in a completely dark room and exposed to a single, stationary point of light, most people perceive the light as moving about - in the dark room, there are no clear cues to distance or location, this perceived movement is known as the autokinetic phenomenon

Asch's Research on Conformity:focused on understanding conformity in the context of perceptual judgment
Participants were shown a line and then asked to match it with one of several comparison lines. There were 9 confederates (individuals working with the researcher) and 1 participant in each case, the confederate deliberately gave incorrect answers. Asch found that participants often conformed to the incorrect majority answer, even when it was clear that the majority was wrong. This experiment demonstrated the power of *normative social influence*, where individuals conform to fit in and avoid social disapproval.

Social Foundations of Conformity:
Normative social influence-conformity driven by the desire to gain social approval, be liked, or avoid social rejection - to 'fit in' and maintain +ve rxns, we alter our behavior to meet others' expectations
Informational social influence- conform because they believe that others have accurate information and can provide valuable guidance - based on the desire to possess accurate perceptions of the social world

Factors Affecting Conformity:
Cohesiveness-degree of attraction and closeness among group members, high levels can increase conformity
Conformity and group size- as group size inc, so does conformity. but if the group size is too large, dec in conformity
Descriptive norms- reflect what people typically do in a given situation (what most do)
Injunctive norms- reflect what is socially approved/disapproved (expected behavior)
Normative focus theory- norms will have an influence on behavior only when they are prominent in the minds of the individuals involved at the time of the behavior (norm should be focal/imp thought in their minds)

Why we don't conform:
Power- people with high power/status conform less
Sexual motives- women find non-conforming traits (assertive, desicive etc) attractive on men
Desire to be unique- desire to stand out and be distinct- resist conformity

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Social influence (cont)	
Compliance	adjusting one's behavior in response to a direct request or demand from another person or group
	done due to influence of social norms, expectations, or the desire to gain rewards or avoid punishment
	6 underlying factors:
	1. **Friendship/liking** - more likely to comply with requests from those they like or have a positive relationship with/admire
	Ingratiation - seek to gain compliance or favor by using flattery, compliments etc, to create a positive image and establish rapport with the target person
	self-promotion - showcasing their accomplishments, credentials, or skills to establish credibility and convince others of their competence to increase compliance
	Incidental similarity - creation of similarity between oneself and others, even when the similarity is unrelated to the request itself, it can influence compliance due to a sense of connection/identification
	2. **Authority** - natural tendency to obey and respect authority figures, leading to increased compliance
	3. **Social validation** - individuals use the behavior or opinions of others as a cue for how they should behave, due to desire to conform to social norms or to gain social acceptance
	4. **Commitment/consistency** - desire for consistency or commitment towards particular belief/behavior/task etc can lead to increased compliance
	The Foot-in-the-Door - involves making a small initial request and then following it up with a larger request - feel sense of consistency
	The Lowball - presenting an attractive initial offer, but after the person agrees, additional hidden costs or conditions are revealed - feel sense of commitment
	5. **Reciprocity** - people feel obliged to give back or repay others for what they have received, so they comply.
	The Door-in-the Face - making an initial large and unreasonable request that is likely to be rejected, followed up with a more reasonable and smaller request
	That's-Not-All - making an initial offer or request, but before the person responds, additional incentives or benefits are added to make the deal more attractive
	6. **Scarcity** - When individuals perceive that an opportunity or resource is scarce, they are more motivated to comply with requests to obtain it.
	Playing Hard to Get - creating the perception of scarcity/high demand by initially showing disinterest or reluctance, increasing the perceived value of the person/object and may motivate others to comply with the request or desire for attention
	The Fast-Approaching-Deadline Technique - creating a sense of urgency and time pressure, compelling individuals to act quickly and comply to avoid missing out on the opportunity

Social influence (cont)

Obedience	act of following the orders, instructions, or commands of an authority figure can involve actions that may go against an individual's personal beliefs **Zimbardo's Prison Study (Stanford Prison Experiment):** Conducted by psychologist Philip Zimbardo in 1971 investigated the psychological effects of perceived power in a simulated prison environment Participants were randomly assigned to play the roles of either prisoners or guards. The study had to be terminated early due to the extreme behavioral changes observed in both groups. The study demonstrated the powerful influence of the social role and the potential for individuals to engage in abusive and dehumanizing behaviors when placed in positions of authority. *important conclusion*- just because there are social norms and structures in place that create inequality doesn't mean that people automatically accept or agree with those inequalities - it depends on how muchh they identify with those roles (if they dont, they might resist and fight against the system) **Stanley Milgram's obedience experiment (1960s):**aimed to study individuals' willingness to obey authority figures, even if it meant causing harm to others Participants were instructed to administer electric shocks to a person (actually an actor) in another room when they answered questions incorrectly. The experiment revealed that a significant proportion of participants were willing to administer potentially lethal shocks when directed by an authority figure, highlighting the power of obedience to authority - pressure to obey in this situation was difficult to resist. **Destructive Obedience:**obedience that leads to harmful or unethical behaviors occurs when individuals prioritize obedience to authority over their own moral judgment or empathy towards others *Contributing factors:* 1. Perceived Legitimacy of Authority - when individuals perceive the authority figure as legitimate and credible - more likely to obey 2. Gradual Commitment - can escalate gradually, with small initial requests leading to larger and more extreme actions - become progressively desensitized to the harmful nature of their actions 3. Diffusion of Responsibility - bcz they don't feel responsible for their actions - easy to obey 4. Conformity to Group Norms: others within a group obey, they also obey 5. Fast paced events - less time to consider options, more likely to obey *Factors to reduce destructive obedience:* to be aware and remind others of- 1. Assume shared responsibility for actions 2. Beyond a point, obedience is inappropriate 3. Question authority motives 4. Spread awareness to public on this topic

Definitions

Social psychology	a scientific field that seeks to understand the nature and cause of an individual's thoughts, feelings, and actions in social situations.

Research methods in social psych

Systematic observation	observe only desired variable
Survey methods	census, questionnaire, interview
Correlational method	observing 2 or more variables to determine if changes in one accompanies changes in the other
Experimentation	testing if IV influences DV
Cross cultural research	

self presentation

self promotion	convey positive info about one's behavior or accomplishment to others
self verification	emphasizing a part of yourself that you want others to see and underplay other traits
ingratiation	flattery - 3 types: acquisitive (to obtain smth), protective (to prevent negative consequence), significance (to gain reapect/approval)

self presentation (cont)

modesty/self deprecation	underrepresenting positive traits to be humbler
exemplification	strategy a person uses to make other people regard them as highly moral and virtuous
intimidation	produces fear and gains power by convincing others they are powerful and/ or dangerous
self handicapping	creating an obstacle to his or her own performance - 2types: self reported (complaints), behavioural (drugs, alcohol)
supplication	advertise weakness hoping for solicit help for sympathy out of a sense of social obligation

Attitude - behavior theories

Theory of reasoned action	decision to engage in a particular behavior = alternate options + consequences - leads to behavioral intentions - influences overt behavior
Theory of planned behavior	Theory of reasoned action + one's ability to perform that behavior

Attitude - behavior theories (cont)

Intentions are determined by 3 factors (Ajzen,1991) - Attitudes toward the behavior, Subjective norms, Perceived behavioral control

Attitude-to-behavior process model (Fazio, 1990)	attitude + stored knowledge of appropriateness in given situation - influences overt behavior

Social comparison theory

Festinger (1954) suggested that people compare themselves to others because they want to evaluate themselves in terms of opinions, values, capabilities, achievements etc

upward	compare ourselves with those who we believe are better than us
downward	compare ourselves to others who appear to be worse off than us
horizontal	comparing with one's peers for the purpose of self-enhancement and emotional well-being

Attitude - behavior theories

Theory of reasoned action	decision to engage in a particular behavior = alternate options + consequences - leads to behavioral intentions - influences overt behavior
Theory of planned behavior	Theory of reasoned action + one's ability to perform that behavior

Bullying

Definition	intentional use of power or dominance to harm, intimidate, or control others form of aggressive behavior typically occurs in a social context where there is an imbalance of power between the bully and the victim
Types	verbal (spoken/written threats) physical (beating, kicking etc) relational/social (to harm reputation - rumors, exclusion) cyber (digial/social media) sexual (inappropriate touching, jokes etc)
Why do people bully	Power and Control Insecurity and Low Self-esteem Desire for Attention or Popularity Modeling Behavior

Bullying (cont)

Charactersics of bullies	lower in self-esteem, aggress against others to build up their self-image believe that others are not to be trusted low tolerance for change/diversity bad at managing -ve emotions
Characteristics of victims	may be physically or socially weaker lack of assertiveness display signs of fear, anxiety no social support history of bullying
How to deal with bullying	authorities (parents, supervisors, teachers etc) must pay attention and stand against it victims must be told exactly what to do and whom to inform

Social perception

	process by which individuals interpret, analyze, and make sense of social information
Nonverbal Communication	facial expressions, gestures (body movements), posture, eye contact, proxemics, touch
	negative facial expressions are easier and quicker to notice than neutral or smiling faces

Social perception (cont)

	extent a person's neutral facial expression resembles an actual emotion is interpreted as them showing that emotion
	Facial Feedback Hypothesis William James (1894)- facial expressions are not only external signs of internal states, they can also trigger or influence internal emotional experiences

Sources of error in social cognition

Optimistic bias	tendency to overlook risks and expect things to turn out well - can lead to unrealistic expectations and poor decision-making
Overconfidence barrier	tendency for individuals to be overly confident in their own abilities and judgments
	Caputo & Dunning (2005) - we may be over confident because: 1. We lack critical info (we don't know enough to know what we have missed) 2. Error of omission (we don't do something that must be done)
Planning fallacy	tendency to underestimate the time, resources, and effort required to complete a task more focus on getting task done than the steps to do it prediction and motivation - key aspects

Sources of error in social cognition (cont)

Counterfactual thinking	imagine alternative outcomes to past events (what ifs)
Magical thinking	belief that some consequences are beyond one's control - external locus of control (eg: superstition, karma),
Terror management	ways in which individuals cope with the awareness of their own mortality (they will die) - leads to increased preference to shared beliefs, engaging in risky behavior (yolo)

Social cognition

How we think abt the social world, our attempts to understand it, how we gain info from it and our place in it.

Schemas	mental framework we use to organise info, process info wrt context and guide our actions
Heuristics	mental shortcuts (simple rules used to make complex decisions or draw inferences in a rapid and efficient manner)

Social psych is influenced by

Cognitive process	what we know and how our behavior changes
Biological factors	influence of inherited traits in social situations

Social psych is influenced by (cont)

Other people	their actions and characters
environmental variables	teperature, transport, social conflicts etc

Cross cultural research

Psychological method validation	checking applicability and generalizability of the test
Indigenous cultural studies	study of minority ethnic groups in their native location
Cross-cultural comparisons	comparing findings of two or more cultures

Importance of cross cultural research

maximises variables

increases inter culture awareness

helps separate variables

reduce bias in research

searate behavior from context

apply theories in different norms

check generalizability

identify influence of culture on behavior

determine if measurable tests and tools are applicable to other countries

Self-knowledge

Introspection	privately contemplating 'who we are'
From Other's standpoint	seeing ourselves from an observer's perspective

Attitudes

Explicit	consious, controllable, easy to notice and report
Implicit	unconscious evaluation towards objects or self

Influence of attitudes on behaviors

Attitude extremity	how much the situation effects or interests you (vested interest)/how strong ur emotional reaction is
Attitude certainity	2 types - attitude correctness and attitude clarity
Attitude correctness	extent to which an attitude aligns with objective reality or with the views of others
Attitude clarity	clear and consistent understanding of one's attitude, including its strength, importance, and the reasons behind it
Personal experience	Attitudes formed on the basis of direct experience are likely to be stronger
Situational constrains and Consistency	we continue to have same attitudes for a long period of time

Social identity theory

aims to predict the circumstances under which individuals think of themselves as individuals or as group	
Social categoriz-ation	process by which people group others into categories based on shared character-istics
Social comparison	process by which people evaluate themselves and their social identities by comparing themselves to others in their in-group or out-group
Social identific-ation	process by which an individual associates themselves with a particular social group and adopts the norms, values, and beliefs of that group as part of their self- concept
Social competition	rivalry that exists between individuals or groups competing for social status, resources, or recognition
Social creativity	ability of individuals or groups to generate new and innovative ideas, solutions, or products that are valued by society
Individual mobility	allows people to pursue individual position improv-ement irrespective of the group

Heuristics

We use heuristics when there is:	
Info overload	when our ability to process info is exceeded
Conditions of uncert-ainity	when it takes lot of effort and time to understand a situat-ion/problem
Types of heuristics:	
Repres-entati-veness heuristic	judging the likelihood of an event based on how well it fits with our prototype and stereotype Can cause error due to ignoring base rates leads to base rate fallacy (actual frequency or probability of an event based on statistical information)
Availability heuristic	estimating the likelihood of an event based on how easily we can recall or retrieve examples of it from memory - ease of retrieval

Heuristics (cont)

Anchoring and Adjustment Heuristic	involves using an initial starting point (the "anchor") and then adjusting our estimate based on additional information
Status Quo Heuristic:	belief that the current situation is the norm, and any change from that norm may be risky or uncertain - hesitant to make changes

Social facilitation

individuals' performance on a task is influenced by the presence of others	
can lead to improved performance on simple / well-practiced tasks (facilitation effect) and decreased performance on complex/ novel tasks (inhibition effect)	

Social facilitation (cont)

Drive Theory of Social Facilitation	the presence of others increases physiological arousal and this strengthens the tendency to perform dominant responses If the dominant response is a well-learned or automatic behavior, such as a simple task, the presence of others will facilitate performance and improve outcomes. However, if the dominant response is more complex or unfamiliar, the presence of others can lead to heightened anxiety and hinder performance.
Evaluation apprehension theory	presence of others enhances performance because individuals are concerned about being evaluated or judged- motivated to perform well to avoid negative evaluations and gain social approval

Social facilitation (cont)

Distraction Conflict Theory	presence of others creates a conflict between attending to the task at hand and attending to the social stimuli - attentional focus is divided between the task and the social context, leading to increased arousal and decreased performace (for complex tasks)

Social loafing

	refers to the tendency for individuals to exert less effort or contribute less to a group task when working collectively compared to when working individually
	occurs when individuals feel that their individual efforts will be less noticeable/important in a group, leading to a dec in motivation and productivity
additive tasks	tasks in which the contributions of individual group members can be combined to create an overall group performance (group projects, brainstorming sessions etc)

Social loafing (cont)

Tips to reduce social loafing-
1. Clearly Define Individual Roles - so that output and effort is readily identifiable
2. Establish Group Identity and Cohesion - built group identity by communicating, collaborating etc
3. Enhance Task Significance - Emphasize the importance and meaningfulness of the task
4. Give a standard for the performance

Influence of affect on cognition

Positive mood	view everything (situation, people, ideas) in +ve terms, more likely to judge info as true, increases confidence in our understanding of the world and actions of people, can result in less accuracy
Mood congruence effects	more likely to store or remember positive information when in a positive mood and vice versa
Mood dependent memory	what we remember while in a given mood may be determined by what we learned when previously in that mood
Creatvity	+ve mood activates wider range of ideas, associations - increasing creativity

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Influence of affect on cognition (cont)

Heuristics	+ve mood = more likely to engage in heuristics to deal with current issues
Understanding motives of people	Positive affect tends to promote attributions of positive motives and vice versa

Scope of social psych

Psychology of personality

Applied psychology

Psychological cognition

Sociology

Biology

Anthropology

Economics

Political science

International relations

Communication science

Leadership science

Philosophy

Education

Health sciences

Social identity theory (Tajfel & Turner, 1986)

we can perceive ourselves differently at any given moment in time, depending on where we are on the personal-versus-social identity continuum

personal identity	comparisons with others in the same group (intragroup comparisons)

Social identity theory (Tajfel & Turner, 1986) (cont)

social identity	comparing our group with other groups (intergroup comparisons)

Self aspect

contextual	diff personalities in diff situations
distinctive	if you're a minority, you represent your entire population
important to the self	personal traits more than social traits
linguistics	more adjectives to explain personal identity

Self esteem

overall attitude people hold toward themselves

Key elements:

Self-confidence	Sense of belonging
Feelings of security	Identity
Feeling of competence	Self-awareness
realistic personal expectations	Good expression of needs

Low self esteem

sensitivity to Criticism

social Withdrawal

hostility - defense mech

excessive Preoccupation with Personal Problems

physical Symptoms	alcohol abuse, drug use
mental issues	depression, anxiety, and anorexia

Factors affecting self esteem

Age	SES	Genetics
Disability	Illness	
Cuture	Discrimination	

Attitude formation

Social learning	learning through social interaction -acquire new information, forms of behavior, or attitudes from other people
Observational learning	learning by observing others' behavior, without necessarily interacting with them
Social comparison	comparing ourselves to others to evaluate our social reality
Reference groups	people with whom we identify and whose opinions we value
Classical Conditioning	Learning Based on Association
Subliminal conditioning	Classical conditioning of attitudes by exposure to stimuli that are below individuals' threshold of conscious awareness
Mere exposure effect	people tend to develop a preference for things simply because they are familiar with them

Attitude formation (cont)

Illusion of truth effect	tendency of people to believe something to be true simply because they have heard it before
Instrumental conditioning	Attitudes that are followed by positive outcomes tend to be strengthened and negative weakened

Identity

	individual's sense of self, defined by a set of unique physical, psychological, and interpersonal characteristics
Distinctiveness	
Continuity	same over time
coherence	same in diff situations (school, home)

Macia's identity theory

	expansion on erikson's theory
	identity formation during adolescence involves both exploration and commitment with respect to ideologies and occupations
high exp - HE	low exp - LE
high com - HC	low com - LC
identity diffusion	LC,LE - identity crisis
identity foreclosure	HC,LE - peer/parental pressure
Identity moratorium	LC,HE - precursor to identity achievement
Identity achievement	HC,HE - stable self-definition

Schemas

	Influence of schemas on 3 basic processes - consistent and strongly inconsistent schemas receive more attention, encoding and retrieval
Attention	refers to what info we notice and what enters our consciousness
	more frequently used when there's cognitive overload (trying to handle lot of info)
Encoding	process through which info we notice gets stored in memory Info sharply inconsistent with our schemas get stored in a separate memory location
Retrieval	how we recover information from memory
Concepts related to schemas:	
Priming	when one stimulus triggers retrieval of another similar schema
Unpriming	how previous schema is deactivated or supressed in memory - when contradicted or through passage of time
Perseverance effect	tendency for beliefs and schemas to remain unchanged even in the face of contradictory info - as schemas bias attention, memory etc

Schemas (cont)

Automatic processing	performing task with rapid, effortless, and unconscious manner after extensive experience - allows individuals to quickly categorize and make judgments but can also cause bias

Influence of cognition on affect

Two-factor theory of emotion (Schachter, 1964) - we infer the nature of our feelings and attitudes from the external world (cognitive appraisal)
Activate schemas containing strong affective component (eg: how we feel with in-grp id diff from our feelings to out-grp)
Affective forecasts - Predictions about how we would feel about events we have not actually experienced can influence affect

Attribution

efforts to understand the causes behind ones' and others' behavior

Causes of agression

frustration agression hypothesis	frustration is a very powerful determinant of aggression
excitation transfer theory	arousal from one situation can cause intense reactions in a later, unrelated event

Causes of agression (cont)

TASS model	Traits as Situational Sensit-ivities (TASS) personality traits (like agression) only influence behavior when specific situations activate/ evoke them
biological factors	genetic predispositions, hormonal influences (such as testosterone), brain abnorm-alities or imbalances, and neurological conditions
provoc-ation	condescension (showing aggorgance/disdain to others), mocking, harsh and unjustified criticism, teasing
culture	some cultures find agression acceptable in response to insult of honor
sexual jealousy	individuals perceive a threat to their relationship or when they experience feelings of inadequacy or betrayal
biological factors	genetic predispositions, hormonal influences (such as testosterone), brain abnorm-alities or imbalances, and neurological conditions

Causes of agression (cont)

gender differ-ences	men show more physical agression, women show relational agression (social exclusions, rumors)
manhood	agression can be a defence when their manhood is challenged or they feel inadequate traditional masculinity expects men to be more agressive in nature
narcissism	narcissists show agression if their ego or self-image is threatened
substance abuse	under the influence
temper-ature	men show more physical agression, women show relational agression (social exclusions, rumors)
sexual jealousy	individuals perceive a threat to their relationship or when they experience feelings of inadequacy or betrayal

Causes of agression (cont)

manhood	agression can be a defence when their manhood is challenged or they feel inadequate traditional masculinity expects men to be more agressive in nature
temper-ature	hotter temp is linked to more agression
failures, inconveniences'	
invalidation, injustice, betrayal, disrespect	
hostile agression	prime objective is to inflict harm on victim
instru-mental agression	primary goal is to attain some other goal—eg, access to valued resources