

**SOCIAL
PSYCHOLOGY**

ONLY STUDY GUIDE FOR **PYC3701**



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Contents

<i>Chapter</i>		<i>Page</i>
	INTRODUCTION	vi
1	(No chapter 1)	1
2	SOCIAL COGNITION: HOW WE THINK ABOUT THE SOCIAL WORLD (Dr C Ochse & Prof JC Mynhardt)	2
	Study unit 2.1: Schemas: mental frameworks for organising — and using — social information	3
	Study unit 2.2: Heuristics: how we reduce our effort in social cognition	3
	Study unit 2.3: Automatic and controlled processing: two basic modes of thought	5
	Study unit 2.4: Potential sources of error in social cognition: why total rationality is rarer than you think	5
	Study unit 2.5: Affect and cognition: how feelings shape thought and thought shapes feelings	6
3	SOCIAL PERCEPTION: PERCEIVING AND UNDERSTANDING OTHERS (Dr C Ochse & Prof JC Mynhardt)	8
	Study unit 3.1: Nonverbal communication: the unspoken language of expressions, gazes, and gestures	9
	Study unit 3.2: Attribution: understanding the causes of other people's behaviour	9
	Study unit 3.3: Impression formation and impression management: combining information about others	11
4	THE SELF: ANSWERING THE QUESTION "WHO AM I" (Prof JC Mynhardt)	12
	Study unit 4.1: Self-presentation: managing the self in different social contexts	13
	Study unit 4.2: Self-knowledge: how do we know who we are?	13
	Study unit 4.3: Thinking about the self: personal versus social identity	14
	Study unit 4.4: Self-esteem: attitudes toward ourselves.	14
	Study unit 4.5: Social comparison: how we evaluate ourselves	15
	Study unit 4.6: The self as target of prejudice	16
5	ATTITUDES: EVALUATING AND RESPONDING TO THE SOCIAL WORLD (Prof JC Mynhardt)	17
	Study unit 5.1: Attitude formation: how attitudes develop	18
	Study unit 5.2: When and why do attitudes influence behaviour	19
	Study unit 5.3: How do attitudes guide behaviour	20
	Study unit 5.4: The fine art of persuasion: how attitudes are changed	20
	Study unit 5.5: Resisting persuasion attempts	20
	Study unit 5.6: Cognitive dissonance: what it is and how do we manage it?	21

<i>Chapter</i>	<i>Page</i>
6 STEREOTYPING, PREJUDICE AND DISCRIMINATION: THE CAUSES, EFFECTS AND CURES (Prof JC Mynhardt)	23
Study unit 6.1: How members of different groups perceive inequality	24
Study unit 6.2: The nature and origins of stereotyping	24
Study unit 6.3: Prejudice and discrimination: feelings and actions toward social groups	25
Study unit 6.4: Why prejudice is not inevitable: techniques for countering its effects.	27
7 INTERPERSONAL ATTRACTION AND CLOSE RELATIONSHIPS (Prof JC Mynhardt)	30
Study unit 7.1: Internal determinants of attraction: the need to affiliate and the basic role of affect	31
Study unit 7.2: External determinants of attraction: proximity and other's observable characteristics	31
Study unit 7.3: Factors based on interacting with others: similarity and mutual liking	32
Study unit 7.4: Close (and interdependent) relationships: family, friends, lovers, and spouses	33
Study unit 7.5: Romantic relationships and falling in love	34
Study unit 7.6: Marriage: happily ever after — or not?	34
8 SOCIAL INFLUENCE: CHANGING OTHERS' BEHAVIOUR (Prof JC Mynhardt & Ms P Segalo)	36
Study unit 8.1: Conformity: group influence in action	37
Study unit 8.2: Compliance: to ask — sometimes — is to receive	38
Study unit 8.3: Symbolic social influence: how we are influenced by others even when they are not there	38
Study unit 8.4: Obedience to authority: would you harm an innocent stranger if ordered to do so?	39
9 PROSOCIAL BEHAVIOUR: HELPING OTHERS (Prof JC Mynhardt & Ms P Segalo)	40
Study unit 9.1: Why people help: motives for prosocial behaviour	40
Study unit 9.2: Responding to an emergency: will bystanders help?	41
Study unit 9.3: External and internal influences on helping behaviour	41
Study unit 9.4: Long-term commitment to prosocial acts	42
10 AGGRESSION: ITS NATURE, CAUSES AND CONTROL (Prof JC Mynhardt & Ms P Segalo)	44
Study unit 10.1: Perspectives on aggression: in search of the roots of violence	44
Study unit 10.2: Causes of human aggression: social, cultural, personal, and situational	45
Study unit 10.3: Aggression in ongoing relationships: bullying and aggression at work	47
Study unit 10.4: The prevention and control of aggression: some useful techniques	48

<i>Chapter</i>	<i>Page</i>
11 GROUPS AND INDIVIDUALS: THE CONSEQUENCES OF BELONGING (Dr C Ochse & Prof JC Mynhardt)	50
Study unit 11.1: Groups: when we join ... and when we leave. The benefits and costs of joining	51
Study unit 11.2: Effects of the presence of others: from task performance to behaviour in crowds	51
Study unit 11.3: Coordination in groups: cooperation or conflict?	52
Study unit 11.4: Perceived fairness in groups: its nature and effects	53
Study unit 11.5: Decision making by groups: how it occurs and the pitfalls it faces	54
12 SOCIAL PSYCHOLOGY APPLIED TO HEALTH (Prof JC Mynhardt)	55
Study unit 12.1: Social Psychology and health	55
Study unit 12.2: Social Psychology and the world of work	56
BIBLIOGRAPHY	59

Introduction

Social psychology is the scientific field that seeks to understand the nature and causes of individual behaviour and thought in social situations.

The purpose of this module is to help you understand the causes of social behaviour and thought. Our basic point of departure is the scientific method. The fact that behaviour and thought are influenced by a wide range of social, cognitive, environmental, cultural, and biological factors is taken into account. The behaviours investigated range from social cognition, cooperation and helping on the one hand to prejudice, conflict and violence on the other hand, thus demonstrating the *relevance* of this course to *present-day South African society*.

Envisaged broad critical learning (life-roles) outcomes of the module

After completing the module, you should have acquired the following:

- *Problem-solving skills* — you should have developed an awareness of social problems such as aggression and prejudice and you should be aware of possible solutions to these problems.
- *Research skills* — you should be able to analyse, organise and critically evaluate social psychological data.
- *Self-responsibility skills* — As an interactive self-teaching and evaluating course, this course should enable you to organise your activities responsibly and effectively.
- *The attainment of sound individual values and social skills* — you should be aware of cultural diversity and tolerance and citizenship responsibilities.
- *Communication skills* — you should be able to effectively communicate social psychological principles and key terms.
- *A macro vision* — you should be able to demonstrate a more coherent understanding of the complexity of human behaviour and relationships *in a social context*.

Envisaged specific practical outcomes of the module

After you have completed this module, you should:

- be able to access social psychological information effectively and responsibly
- know and understand the psychological principles that determine behaviour in particular contexts
- be critically aware of social processes and social problems and specific problem-solving techniques
- be able to present social psychological information in a written format
- be able to understand and apply conceptual and theoretical knowledge to real life and work-related contexts

Purpose with the study guide

The purpose with the study guide is to help you gain insight into the theoretical aspects of cognition, social perception, the self, attitudes and prejudice, interpersonal attraction, social

influence, prosocial and antisocial behaviour, as well as group behaviour in order to help you apply the principles and practices of social psychology in areas such as clinical psychology, health psychology, and in society in general.

The prescribed book for the course is:

Baron, R.A., Branscombe, N.R., & Byrne, D. (2008). *Social psychology* (12th ed.). Cape Town: Pearson Education, Inc.

Mynhardt, J.C. (2008). *South African Supplement to Social Psychology* (3rd ed.). Cape Town: Pearson Education, Inc.

(NOTE: Booksellers sell these two books as **ONE package**.)

You will be guided, by means of interactive self-teaching, to

- consider various viewpoints and debates between theorists (*foundational competence*)
- apply theoretical knowledge appropriately and responsibly and learn and adapt through self-reflection and self-enrichment (*reflective competence*)
- apply general social psychological knowledge to everyday life in the family, health and work arenas (*applied competence*)
- organise information and write systematically

Basic *assessment criteria* will be:

- knowledge and understanding of material (foundational competence)
- whether knowledge can be appropriately applied (reflective competence)
- whether knowledge can be contextualised (real-life situations)
- basic communication (writing) skills

Final assessment in this module (the examination) will be by means of multiple-choice questions.

Format of the study guide

Important:

- The chapters from Baron, Branscombe and Byrne that we will be dealing with specifically are **Chapters 2 to 12**. In order to avoid confusion, the chapters in the study guide correspond to the chapters in the prescribed book. This is why there is no Chapter 1 in the study guide.
- Although *Chapter 1* of the prescribed book does not form part of the module, *we strongly recommend that you read this chapter as an important introduction to social psychology*. (The definition of social psychology given at the beginning of this introduction is Baron et al.'s definition in Chapter 1.)

After you have studied any one of the chapters in the main textbook **thoroughly**, you can revise the main themes by studying the corresponding chapter in the *South African Supplement to Social Psychology* (including the *South African Perspectives* in the Supplement).

You will be guided through the prescribed book by means of the following sections in the chapters of the study guide:

Outcomes

All the chapters in the guide begin with envisaged outcomes. The outcomes which we set for each chapter indicate the type of *knowledge* and *insight* we hope you will have gained after studying that particular chapter.

Working method

The working method sets out the *learning activities* (study units) for the chapters.

Study units

The study units at the beginning of each chapter indicate the important sections. We regard it as essential that you should study the information in each of the chapters *within a proper framework or context*. If you do not understand the contents of a chapter within a structured framework, you will be forced to fall back on rote learning — which is completely pointless. It is therefore vital that you should study (and understand) each chapter *as a whole*. Remember, *final assessment* in the examination for this module will take the form of *multiple-choice questions*, covering the whole syllabus.

Students should also work out the **activities** (*study tasks*) for each study unit. We mentioned earlier that communication skills and being able to present social psychological information in written format are broad envisaged critical learning and practical outcomes of the module. After studying the prescribed book, you will be able to test your knowledge by doing the study tasks (*activities*) we have set in the guide. The object of these activities is to help you to acquire the *foundational, reflective, and applied competencies* and to help you *organise information systematically*. The self-reflective and enrichment elements in many of the activities should help you to apply social psychological knowledge to actual situations. Once you are satisfied with your answer, you should read our **feedback**. Bear in mind that, in most cases, our feedback merely provides suggestions or frameworks for possible answers. There is a non-compulsory assignment (with model answers later) that will assist you in evaluating your own writing and communicating abilities.

We also mentioned that yet another broad critical learning objective of the course (*a macro vision*) is for students to be able to demonstrate a coherent understanding of the complexity of human behaviour and relationships in different contexts. The *South African Perspectives* — sections in the *South African Supplement to Social Psychology* should help you in achieving this goal.

Chapter 1

(No Chapter 1)

Chapter 2

Social cognition: how we think about the social world

Outcomes

Once you have worked through Chapter 2 of your prescribed book, you should understand and be able to explain the following:

- schemas and the mental shortcuts we use to process information
- automatic and controlled processing
- how shortcuts can lead to erroneous conclusions
- how our thinking influences our emotions, and how our emotions influence our thinking
- the key terms

Introduction

Social cognition is closely related to attribution (see study unit 3.2), since both relate to the processes underlying our understanding of the social world. However, they differ in that *social cognition* focuses on **how** we notice, store, integrate, and remember social information, whereas attribution focuses on our interpretation of **why** others behave in certain ways.

Working method

Chapter 2 is divided into **five** study units:

Study unit 2.1: Schemas: mental frameworks for organising — and using — social information

Study unit 2.2: Heuristics: how we reduce our effort in social cognition

Study unit 2.3: Automatic and controlled processing: two basic modes of thought

Study unit 2.4: Potential sources of error in social cognition: why total rationality is rarer than you think

Study unit 2.5: Affect and cognition: how feelings shape thought and thought shapes feelings

STUDY UNIT 2.1

Schemas: mental frameworks for organising — and using — social information

Close your eyes for a moment and picture a “grandmother”. This word probably triggers many ideas and conjures many images for you. Despite the fact that we know that no two grandmothers are at all the same, you probably have a fairly good idea of the typical characteristics (eg dress style and behaviour) of grandmothers. In other words, you have a *person schema* (a mental picture) for “grandmother”. We also have *role schemas* (ie mental pictures of how people in specific roles should behave — such as how wives should behave towards their husbands), and *event schemas* (ie mental pictures of what occurs in certain situations — such as the sequence of events at weddings). As you will soon see, our schemas have a powerful influence on what we notice, encode, and remember.

It is important to remember that schemas develop from our personal experiences within a particular cultural context. Schemas may differ, therefore, not only from individual to individual, but also from culture to culture. For example, individuals and cultures may have different ideas about the roles of a wife.

Study the whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

1. Give your own everyday examples of how schemas can influence attention, and the encoding and retrieval of information. (9)

Feedback: Make sure you understand exactly what they involve before giving your own examples.

2. Give your own example of how priming can influence thinking. (3)

Feedback: Make sure you understand what priming and unpriming means.

3. Define the term “perseverance effect”. (3)

Feedback: Read the definition of perseverance effect and then explain the term in your own words.

STUDY UNIT 2.2

Heuristics: how we reduce our effort in social cognition

Heuristics are “rules of thumb” that we use when we make choices or predict something. Although heuristics frequently lead to correct decisions and predictions, they also sometimes lead us into making conclusions that are not, in fact, correct. For example, you bump into a really untidy and red-eyed person half-stumbling out of a hospital. You immediately think:

“he must be a drunk”. Little do you know that this poor chap is an orthopedic surgeon who has just finished performing a 13-hour operation. Why did you think this person was a drunk rather than a doctor?

On a different note: after watching a scary movie on TV, how many times do you hear all sorts of noises on your way to bed?

To find answers to these (and other) questions, study this whole section.

Study **all the key points** before doing the study tasks.

Activities (*study tasks*)

4. Explain (a) the term “information overload” and (b) how it can influence the use of heuristics. (6)

Feedback: Read the definition of information overload in your textbook and then explain it in your own words. Explain why information overload can lead to the use of heuristics.

5. Give an example to show how the “representativeness heuristic” works. (4)

Feedback: Before giving an example, make sure you understand and can define the terms “representativeness heuristic”, “base rates”, and “prejudice”.

6. Someone asks the following question: “Is Omo a more popular washing powder than Dynamo?” Why are they more likely to get the answer “Omo” rather than “Dynamo”? (4)

Feedback: Discuss the “availability heuristic” and the impact of the “amount of information” we have at our disposal.

7. Why do people have a tendency to believe that 4x4s are safer than smaller cars? (5)

Feedback: In your answer, refer to advertising and the availability heuristic.

8. Describe the study in which German judges were asked to make a decision about appropriate sentences for wrong-doers. What did the study show? What key heuristic did it powerfully (and worryingly) illustrate? What reason can you give for why the recommendations were so powerful? (7)

Feedback: Remember, the professionals received information about a court case and recommendations that were either harsh or lenient. It turned out that the professionals were unable to resist using the recommendations as an anchor. When the anchor was lenient, they arrived on average at a more lenient sentence, whereas the converse was true for harsh anchors. This was true even when the recommendation was random (a roll of the dice). Recommendations of this sort exerted a powerful effect because, even though judges made adjustments to the anchor, the adjustments were not sufficient to “pull far enough away” from the anchor.

STUDY UNIT 2.3

Automatic and controlled processing: two basic modes of thought

Note that separate systems for evaluating social stimuli can be distinguished and that automatic information processing might sometimes be better than cautious thought.

Study the whole section as well as **all the key points** before doing the study tasks.

Activities (study tasks)

9. Define the term “automatic processing” and give three everyday examples of automatic tasks. (6)

Feedback: Read the definition of automatic processing in your textbook and then explain it in your own words. List three tasks that you can perform automatically.

10. Explain the difference between automatic processing and controlled processing of information. (6)

Feedback: Automatic processing of information is nonconscious, unintentional, and involuntary. It requires relatively little effort. Controlled processing, on the other hand, requires greater effort and is conscious. Beyond that, automatic processing frequently relies more heavily on schemas and heuristics, while controlled processing relies more heavily on rational thinking and logical processes.

STUDY UNIT 2.4

Potential sources of error in social cognition: why total rationality is rarer than you think

As we said previously, social cognition is about how we interpret, remember, and use information. To help us with these processes, we use a variety of mental strategies. Most of the time, we do a fairly good job of making sense of other people and social situations.

However, we do make mistakes. In this study unit you will learn that

- (a) we are not always rational in our thinking,
- (b) our expectations influence our decisions,
- (c) thinking too much often leads to inaccurate decisions,
- (d) thinking of what might have been influences our emotional states, and
- (e) we are quite susceptible to so-called “magical thinking”.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

11. *"We are more likely to pay attention to, and remember, positive information than negative information." Critically discuss this statement.* (7)

Feedback: Explain (a) the negativity bias and (b) why this bias occurs.

12. *Write a list of "do's" and "don't's" to help you avoid the planning fallacy in your studies. Give a reason for each tip.* (4)

Feedback: Give a list of do's and don't's (each on a separate line) relating to the importance of remembering past experiences and desires.

13. *"People generally expect things to turn out well." Critically discuss this statement.* (8)

Feedback: In your answer, briefly discuss the optimistic bias and the overconfidence barrier.

14. *Explain and give your own examples to illustrate how "counterfactual thought" may result in (a) positive emotions, and (b) negative emotions.* (10)

Feedback: Briefly define what is meant by "counterfactual thinking" and explain how "upward counterfactual thinking" and "downward counterfactual thinking" can influence our emotions. Give your own examples of both types of thinking.

15. *Briefly define the term "thought suppression" and briefly discuss (1) the process involved in "thought suppression", and (2) the "rebound effect".* (10)

Feedback: Read the definition of thought suppression and then define it in your own words. Briefly discuss the "monitoring process", the "operating process", and the "rebound effect".

STUDY UNIT 2.5

Affect and cognition: how feelings shape thought and thought shapes feelings

At one time or another, most of us have had the experience of behaving unreasonably towards others. Let's say, for example, that you have had a frustrating day and are in a bad mood. You go into a shop, an assistant comes up to you, asks you (in a pleasant way) if she can help you. She pauses for a moment or two. You think, "What an irritating person, can't she just leave me alone." Now imagine the same scenario, only this time you are in a good mood. Your reaction may be quite different: "What a helpful person," you think. The above are examples of how our emotions (affects) can influence our thoughts. However, this is only one side of the story. The other side is that our thoughts can influence our feelings.

Study this whole section as well as **all the key points** before doing the study tasks.

Activities (*study tasks*)

16. *Define and give your own example of (a) "mood-dependent memory", and (b) "mood congruence effect".* (8)

Feedback: Read the definitions of the terms, and then (a) explain them in your own words, and (b) give your own example of each.

17. *Discuss the advantages and disadvantages of being in a good mood.* (10)

Feedback: In your answer, refer to the following: creativity, helpfulness, social influence, heuristic thinking, ability and motivation to process information, and availability heuristic.

18. *Discuss one mechanism that we use to minimise negative feelings.* (10)

Feedback: In your answer, discuss "giving in to temptation".

19. *Identify and define (in your own words) the key terms in this chapter.*

Feedback: Read each activity in the study units and identify the key psychological terms. Then define these terms in your own words. See the end of the chapter for a summary of the key terms.

Chapter 3

Social perception: perceiving and understanding others

Outcomes

Once you have worked through chapter 3 of your prescribed book, you should understand and be able to explain the following:

- the importance of nonverbal behaviour
- the psychological operations that lead us to determine the causes of our own and other people's behaviour
- the fact that humans are not entirely logical or accurate in their judgments of others; the world is not "as it is", but as we see it: our "world" is constructed by our perceptions
- we all make errors when interpreting other people's behaviour
- how cultural differences can influence our perceptions and attributions
- how to make a good first impression on others
- the key terms

Introduction

There's no denying that our friends, relatives and colleagues often behave in ways we don't understand. But, because they play an important role in our lives, we often try to understand their intentions, motives and traits. The process through which we seek such information is known as **social perception**. In this section we will consider certain basic aspects of social perception.

Working method

Chapter 3 is divided into **three** study units:

- Study unit 3.1:** Nonverbal communication: the unspoken language of expressions, gazes, and gestures
- Study unit 3.2:** Attribution: understanding the causes of other people's behaviour
- Study unit 3.3:** Impression formation and impression management: combining information about others

STUDY UNIT 3.1

Nonverbal communication: the unspoken language of expressions, gazes, and gestures

Introduction

It is believed that a large percentage of our “messages” come not from the words we use, but from our body language. Imagine two people being interviewed for a job as a receptionist. When asked “Why do you think you should get the job?” both candidates answer “Because I believe that I have good interpersonal skills.” While replying, candidate 1 slouches in the chair, chews gum, and looks at her fingernails. Candidate 2, on the other hand, sits upright, maintains eye contact, and shows enthusiasm. It is not difficult to guess which one of the two is most likely to be hired.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (study tasks)

1. *Joshua, a friend of yours, has a job interview next week. You decide to help him maximise his chances of being hired. Write a list of nonverbal communication “do’s and don’t’s” for Joshua. Give a reason for each tip.* (10)

Feedback: Your list of do’s and don’t’s (each on a separate line) should include: eye contact, body language and touching. After each instruction, give a reason for the tip. (For example: Do not stare at the interviewer. [Reason:])

2. *What nonverbal cues do we use to detect if someone is lying to us?* (10)

Feedback: In your answer, refer to microexpressions, interchannel discrepancies, nonverbal aspects of speech, eye contact and exaggerated facial expressions.

3. *As far as the nonverbal aspects of speech (ie what people say and the words they choose) are concerned, how can we detect that someone is lying to us?* (10)

Feedback: Refer to pitch, hesitation, choice of words, and the reasons why people who are lying are likely to use certain words.

4. *“Females are much better at social perception than males.” Critically discuss this statement.* (10)

Feedback: Refer to “aspects”, nonverbal cues and lies.

STUDY UNIT 3.2

Attribution: understanding the causes of other people’s behaviour

We often wonder why people behave (or behaved) in a certain way. Because we cannot “see” their reasons and intentions, we have to infer them from what we can “see” — in other words, people’s observable behaviour. Unfortunately, what we “see” is not always “reality”. This is so because our perceptions are subject to biases that lead us to incorrect conclusions

regarding the reasons behind other people's (and our own) behaviour. In other words, our "world" is constructed by our perceptions rather than by reality.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

5. Define "attribution" in your own words. (4)

Feedback: Read the definition of attribution in your textbook and then explain the term in your *own words*.

6. "To understand the causes of other people's behaviour we simply need to observe how they behave." Critically discuss this statement, referring to (a) Jones and Davis's (1965) theory of correspondent inference and (b) your own examples. (12)

Feedback: In your answer, indicate whether, and why, you agree or disagree with the statement. Explain your point of view by referring to: (1) Jones and Davis's theory of correspondent inference; (2) external factors; (3) social desirability; (4) "noncommon effects"; and (5) your own examples.

7. Your spouse, who has a nine-to-five job, suddenly starts coming home at 10 pm. Use Kelley's theory of causal attribution and your own examples to demonstrate under what conditions you would attribute his/her behaviour to (a) external causes, and (b) internal causes. (12)

Feedback: Briefly explain why we ask the question "why?" To demonstrate the conditions under which you would attribute your spouse's behaviour to external/internal causes, you must refer to high/low consensus, consistency and distinctiveness in your application of Kelley's theory.

8. Define what is meant by "correspondence bias" and explain (a) why it occurs and (b) why it is more prevalent in some cultures than in others. (12)

Feedback: Read the definition of the correspondence bias in your textbook and then explain the term in your own words. Give three reasons why it occurs and why it is more prevalent in some cultures than in others.

9. Define and give your own example of the "actor-observer effect". In your answer, refer to South African research. (10)

Feedback: Read the definition of the actor-observer effect in your textbook and then explain the term in your *own words*. Give your own example of actor-observer effect.

10. Define and give your own example of the "self-serving bias" and briefly discuss the reasons why it occurs. In your answer, refer to South African research. (10)

Feedback: Read the definition of the "self-serving bias" in your textbook and then explain the term in your *own words*. Give your own example of the self-serving bias. In your discussion about why it occurs, refer to cognitive and motivational explanations. Refer to Moore's study discussed in the *South African Supplement to Social Psychology*.

11. *Briefly describe cultural differences and how these influence susceptibility to the self-serving bias.* (5)

Feedback: As far as the “self-serving bias” is concerned, briefly discuss how cultures differ and explain why such differences exist.

12. *Your friend Maria (see question 8) is depressed. (a) Why do you think she is depressed? (b) Using your knowledge of the relationship between attribution and depression, how can you help her?* (6)

Feedback: Explain the nature of “self-defeating” attributional patterns and then explain how you would use attributional therapy to help Maria.

STUDY UNIT 3.3

Impression formation and impression management: combining information about others

In this study unit you will discover a number of tactics we can use to create a favourable first impression on others. But perhaps we should ask: why do we want to do this? The answer is: because a good first impression may well benefit us and our future relationships with others. On the other hand, a bad first impression can have negative consequences. Can you think of how a first (good or bad) impression (created by you or someone else) changed your life?

Study this whole section as well as **the key points** before doing the study tasks.

Activities (study tasks)

13. *“Forming impressions of others involves combining individual traits.” Critically discuss this statement by referring to Asch’s research.* (10)

Feedback: Use the following words/phrases in your answer: Gestalt psychology, in relation to one another, dynamic whole, Asch’s research, warm and cold, and central traits.

14. *Define and give an example of “Implicit personality theories”.* (4)

Feedback: Read the definition and the examples of the term in your textbook and then define the term in your own words.

15. *What do we focus on when we meet someone for the first time?* (10)

Feedback: Refer to adding and averaging information, traits, values, principles and abilities.

16. *Remember Joshua (see question 1)? Use your knowledge of impression management and write a list of instructions that would help Joshua to maximise his chances of being hired. Give reasons for each instruction.* (12)

Feedback: Write a set of instructions (each on a separate line) relating to the importance of first impressions, self-enhancement, other-enhancement, and the slime effect. Give a reason for each tip.

17. *Identify and define (in your own words) the key terms in this chapter.*

Feedback: Read each activity in the study units and identify the key psychological terms. Then define these terms in your own words. See the end of the chapter for a summary of the key terms.

Chapter 4

The self: answering the question “who am I”

Outcomes

Once you have worked through Chapter 4 of your prescribed book, you should be able to:

- describe how we manage ourselves and how we know who we are
- think about the self in terms of personal and social identity
- describe what is meant by “self-esteem”
- describe social comparison and understand how it can influence perceptions of the self
- understand how prejudices can influence perceptions of the self
- define the key terms in the chapter.

Introduction

Examine the *Chapter Outline* at the beginning of the chapter carefully. This will give you a good idea of what is covered in the chapter. This outline together with the *Summary and Review* section at the end of the chapter, defines a proper framework or context within which you should understand the material.

Working method

To help you achieve the study objectives for this chapter, it has been divided into **six** logical study units.

Study unit 5.1: Self-presentation: managing the self in different social contexts

Study unit 5.2: Self-knowledge: how do we know who we are?

Study unit 5.3: Thinking about the self: personal versus social identity

Study unit 5.4: Self-esteem: attitudes toward ourselves.

Study unit 5.5: Social comparison: how we evaluate ourselves

Study unit 5.6: The self as target of prejudice

STUDY UNIT 4.1

Self-presentation: managing the self in different social contexts

Study the whole section. Note that most of us engage in self-promotion and that self-presentations are not always sincere and straightforward.

Study the key points before doing the study tasks.

Activities (study task)

1. Briefly describe how people tend to present themselves socially. (8)

Feedback: Concentrate on self-promotion, self-verification, ingratiation and self-deprecating.

2. Describe briefly the downside of a dependence on online social interaction. (8)

Feedback: Note that, nowadays, people present themselves on the internet, but that these self-presentations are not necessarily sincere and honest. Concentrate on the fact that people lacking self-presentational skills may be differentially attracted to the web. Also note that a dependency on the internet will take away from mastering real-life dealings with other people which is an important part of social development

STUDY UNIT 4.2

Self-knowledge: how do we know who we are?

In this section it becomes clear that the process of introspection is sometimes misleading. We also take a look at the self from an "observer's" point of view.

Study the whole section as well as **the key points** before doing the study task.

Activities (study task)

3. What is introspection? Is it a good thing? What can happen to specific feelings or behaviours if we introspect about them? (7)

Feedback: Note that introspection is thinking at length about the self. We may generate reasons for our feelings or behaviours by coming up with logical theories for their causes. But these may not be why we really feel as we do, nor be a good explanation for our behaviour. Introspection might eventually lead to inaccurate self-inferences.

4. Describe the difference in the view of a person performing a behaviour and an observer of the same behaviour in terms of the kind of attribution that is made. What role does this play in people's conception of self in the present and in the past? (5)

Feedback: Note that actors see their behaviours as situationally driven, while observers tend to make dispositional attributions. People see their past self as if they were an observer. As a result, they see their behaviour as more dispositionally driven, as compared with their present self, which they see as more driven by situation.

STUDY UNIT 4.3

Thinking about the self: personal versus social identity

Study the whole section. Note the importance of the *personal versus social identity continuum* as two distinct ways of categorising the self. Also note that how we see ourselves depends on *different situations* and how we are *treated by others*. We tend to compare our present selves with past selves. The way we think about ourselves might also influence our success in various self-control activities. Note the work done by Gibson and Gouws in the *South African Supplement to Social Psychology*.

Study the whole section as well as **the key points** before doing the study tasks.

Activities (study task)

5. "When you think of yourself as an individual, the content of your self-description is likely to differ from when you are thinking of yourself as a member of a category that you share with others." Discuss this statement and refer to appropriate examples. (10)

Feedback: In your answer, give a definition of the personal-social identity continuum. Note that personal identity descriptions are intragroup in nature, while descriptions at the social identity level are intergroup in nature. Situational factors determine how we see ourselves and, furthermore, none of our different selves can be regarded as the "true" self. We may decide that only some reference groups are important for our self-definition.

6. Discuss the fact that the answer to the question "Who am I?" largely depends on the situation. Refer to international and South African research. (8)

Feedback: Note that answers to this question typically consist of references to social identities, interpersonal relationships, and personal traits. In your answer, discuss, *inter alia*, the international research done by Trafimow et al. (1997) and Guimond et al. (2007). Also discuss the South African research by Gibson and Gouws discussed in the *South African Supplement to Social Psychology*.

7. Explain how we deal with the fact that our identities also depend on how others treat us. In your answer, briefly refer to relevant research. (7)

Feedback: Note that how others treat us has important implications for how we think about ourselves. We can change certain aspects of our identities or make our identity even more self-defining. Briefly note the research by Jetten et al. on this. Also note how we can deal with identity when we move from one context to another.

STUDY UNIT 4.4

Self-esteem: attitudes toward ourselves

In this unit we define *self-esteem* and explain how it is measured. We learn that people show self-serving biases for better personal and group outcomes. It also becomes clear that high

self-esteem is not necessarily a positive attribute, especially if it is coupled with instability. Differences in the self-esteem levels of males and females are also discussed. The *South African Supplement to Social Psychology* describes interesting local work investigating the relationship between group-identification and self-esteem.

Study this whole unit as well as **the key points** before doing the study task.

Activity (*study task*)

4. (a) *Do men and women differ in their levels of self-esteem? In your answer, refer to relevant research.* (5)
- (b) *Is there a link between self-esteem and in-group/out-group identifications or evaluations? Refer to relevant research.* (5)

Feedback: For question 4 (a), discuss the research mentioned in Baron et al., but bear in mind that some of these results and conclusions might be specific to the USA and may not apply to South Africa. Note that age might also be a decisive factor. For question 4 (b), discuss the research by the Clarks and the work done by Kelley and Duckitt discussed in the *South African Supplement to Social Psychology*.

5. *Describe the relationship between group-identification and self-esteem. Refer to South African research.* (10)

Feedback: Describe the research by Bornman and others discussed in the *South African Supplement to Social Psychology*.

STUDY UNIT 4.5

Social comparison: how we evaluate ourselves

In this section we shall discuss social comparisons which include, among others, upward, downward and interpersonal comparisons. Self-serving biases are also discussed.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

6. *How do we compare ourselves with others in order to know ourselves and to perceive ourselves positively? Focus on comparisons at the interpersonal and group level. Refer to relevant research.* (8)

Feedback: In your answer, briefly discuss Festinger's social comparison theory (why we compare ourselves with others and with whom we compare ourselves). Explain upward and downward comparisons. Also note that comparisons in different contexts have different consequences. Discuss the self-evaluation model in an interpersonal comparison context and mention relevant research. Note the research done by Schmitt et al. (2000).

STUDY UNIT 4.6

The self as target of prejudice

In this section we deal with the influence of prejudice-based negative treatment on the self as a consequence of group membership. This type of prejudice can have emotional consequences (people's wellbeing may well suffer), cognitive consequences, and behavioural consequences (for the self). The *South African Supplement to Social Psychology* discusses the relationship between wellbeing and androgyny.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (study tasks)

7. Discuss the possible emotional consequences (how wellbeing may well suffer) of prejudice on the self. (10)

Feedback: Use Figure 4.18 in Baron et al. as your point of departure when discussing this question. Keep in mind that whether discriminatory treatment is expected to be encountered in the future is important eventually.

8. What is the relationship between androgyny and general wellbeing? Refer to South African research. (8)

Feedback: Discuss the research by Spangenberg and Lategan reviewed in the *South African Supplement to Social Psychology*.

9. What is stereotype threat? Briefly discuss three response options open to group members when they are in settings in which they experience stereotype threat (8)

Feedback: Define stereotype threat and briefly discuss the three options discussed in Baron et al.

10. Define all the key terms used in this chapter in your own words.

Feedback: See page 145 in Baron et al.

Chapter 5

Attitudes: evaluating and responding to the social world

Outcomes

Once you have worked through Chapter 5 of your prescribed book, you should be able to:

- define what is meant by “attitude”
- explain how attitudes are formed
- explain *when* and *why* attitudes influence behaviour
- explain *how* attitudes influence behaviour
- explain *when* and *how* persuasive messages may influence attitudes
- give reasons why our attitudes are often very stable and difficult to change
- argue that our own behaviour often has a determining effect on our attitudes
- define the key terms in the chapter

- Attitudes are one of the most important concepts in social psychology. As long ago as 1935, Gordon Allport (1935, p 198) wrote that “the concept of attitude is probably the most distinctive and indispensable concept in contemporary American social psychology”. Later in the same work he declared that “this useful ... concept has been so widely adopted that it has virtually established itself as the keystone in the edifice of American social psychology” (p 798). Alice Eagly and her coworker, Shelly Chaiken, identify with this sentiment in their monumental 800-page work on attitudes entitled *The psychology of attitudes* (1993), saying that Allport’s claims are as valid today as they were 50 years ago. Eagly (1992) also writes in her *American Psychological Association centennial feature* article that, despite the severe criticism of attitude research over the past 20 years, there has been a recent resurgence in such research. In spite of passing fashions in psychology, social psychology — and more specifically attitude research — has remained the focus of extensive theoretical and empirical development since the 1920s (Eagly & Chaiken 1993). In a country such as South Africa the importance of studying attitudes and attitude change is obvious.

Working method

To help you achieve the study objectives for this chapter, it has been divided into **six** logical study units.

- Study unit 5.1:** Attitude formation: how attitudes develop
- Study unit 5.2:** When and why do attitudes influence behaviour
- Study unit 5.3:** How attitudes guide behaviour
- Study unit 5.4:** The fine art of persuasion: how attitudes are changed

Study unit 5.5: Resisting persuasion attempts

Study unit 5.6: Cognitive dissonance: what it is and how do we manage it?

STUDY UNIT 5.1

Attitude formation: how attitudes develop

Because *attitude* is such a widely used word, it is important that we define it very precisely here. Make sure that you are thoroughly familiar with Baron et al.'s definition of the concept. Once you are familiar with the definition of attitude found in the discipline of social psychology, the next question is: how are attitudes formed?

In answer to this question, Baron et al. concentrate on **social learning**. They identify three subfactors, namely *classical conditioning*, *instrumental conditioning*, and *observational learning or modelling*. Besides social learning, they also accentuate the important role of *social comparison*.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (study tasks)

1. Define what is meant by "attitude". (3)

Feedback: Read the definition in your prescribed book. Bear in mind that this is only one way of defining the term "attitude". Social psychologists with a different theoretical approach will define the term slightly differently.

2. Discuss classical conditioning as a way of acquiring attitudes. Refer to relevant research. (10)

Feedback: In your answer, describe the essential meaning of the concept and give an example. Also explain how classical conditioning relates to attitudes. Finally, discuss those studies that explain the influence of subliminal conditioning on attitude formation. Also note the significance of experiencing a threat.

3. Discuss instrumental conditioning and observational learning (modelling) as ways of acquiring attitudes. (6)

Feedback: Describe the essential meaning of both concepts and give an example of each.

4. Write a comprehensive discussion of social learning as a means of acquiring attitudes. (10)

Feedback: Your answer to this question should be a summary of your answers to the previous two questions, with a focus on the main ideas.

5. Discuss social comparison as a way of acquiring attitudes. In your answer, refer to relevant research. (8)

Feedback: Define what is meant by "social comparison". Note that we can change existing attitudes or acquire new attitudes as a result of social comparison especially when we compare ourselves with those we identify with. In your answer, discuss the research done by Duck, Hogg and Terry (1999) and Fleming and Petty (2000).

STUDY UNIT 5.2

When and why attitudes influence behaviour

We have *defined* attitude and we now have a good idea of *how people acquire attitudes*. The reason why *we study* attitudes has always been the implicit assumption that attitudes *cause* behaviour. After decades of research, we know that there is *indeed* a strong link between attitude and behaviour — specifically so under certain *identifiable circumstances*. Read the section “When and why do attitudes influence behaviour?” LaPierre’s study, which is discussed in the “Making sense of common sense” section is one of the classical studies in social psychology. Make sure that you know what his study was about and what its implications are. One important issue that you should bear in mind when reading this section (and other sections in, especially, the chapters on attitudes and prejudice), is that South African society is obviously very different from American society.

Study this whole section as well as the **the key points** before doing the study tasks.

Activity (*study task*)

6. *Discuss situational constraints and attitude strength, as factors influencing the attitude-behaviour link. Refer to relevant research.* (10)

Feedback: In your answer, concentrate on situational constraints in different contexts. Discuss the importance of the strength of attitudes, which are influenced by attitude extremity, attitude certainty, and personal experience. Where appropriate, discuss research mentioned in the main text.

STUDY UNIT 5.3

How do attitudes guide behaviour

There are different mechanisms through which attitudes influence behaviour. Baron et al. discuss: (a) situations where behaviours are driven by attitudes based on reasoned thought, and (b) the role of attitudes in more spontaneous behavioural responses.

Study this whole section as well as **the key points** before doing the following study task.

Activity (*study task*)

7. *Discuss two theoretical models which explain how attitudes influence behaviour. In your answer, briefly refer to South African research.* (10)

Feedback: Discuss the theory of planned behaviour as a rational process and the relevance of the three elements in the model. Note the importance of a time element in the first model and the attitude-to-behaviour process model as an alternative (ie when there is a lack of time). Describe the basic process involved in the second model and then give an example. Refer to South African research discussed in the *South African Supplement to Social Psychology*.

STUDY UNIT 5.4

The fine art of persuasion: how attitudes are changed

So far, we have looked at a definition of attitude and attitude formation. We have also focused on *when*, *why*, and *how* attitudes influence other issues, particularly behaviour. Now we come to that part of the work where we focus on those factors which, in turn, influence attitudes.

Study unit 5.4 is divided into two important sections. The first deals with a more *traditional approach*, which examines the *Yale approach* or the so-called “*Who-says-what-to-whom-with-what-effect*” approach to persuasion. The traditional Yale approach is clearly set out point for point — study those points. The second section covers the *cognitive approach to persuasion*, where the emphasis is on the question of *how* persuasion occurs. You need to have an in-depth knowledge of the ELM model and the issues involved in systematic *versus* heuristic processing.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (study tasks)

8. Name six factors which maximise the impact of persuasive messages in the traditional Yale approach. (6)

Feedback: Simply name the factors mentioned in your prescribed book.

9. How effective are fear appeals in persuasive messages? In your answer, refer to relevant research. (7)

Feedback: Study the section in your prescribed book dealing with “fear appeals” and discuss the research done by Broemer (2004) and Apanovich et al.(2003).

10. Discuss the cognitive approach to persuasion. (10)

Feedback: Begin your answer by describing the essence of the cognitive approach (systematic *versus* heuristic processing of information). Note that there are various reasons why people use either the central or the peripheral route. Knowledge, time, and high motivation are associated with the central route, while lack of capacity to process, low motivation, and low relevance are associated with the peripheral route. Also note that information is processed differently depending on whether messages are important or unimportant, and when people are distracted.

STUDY UNIT 5.5

Resisting persuasion attempts

So far, we have seen that some general attitudes are changed more easily than others. Attitudes towards a certain type of beer, for example, are easier to change than attitudes towards personal issues. Baron et al. discuss several factors that could encourage resistance to persuasion. Read the section “Resistance to persuasion” for more on this.

In the *South African Supplement to Social Psychology* it is suggested that a distinction can be made between *ordinary attitudes* toward general issues or commodities and *social attitudes* towards social and ethnic groups. From this discussion it is clear that social attitudes tend to remain stable. A general comment regarding attitude change could be that most attitudes do, in fact, tend to remain stable, despite numerous attempts to change them.

Study this whole section as well as **the key points** before working on the study tasks.

Activities (*study tasks*)

11. *Do social attitudes (groups' attitudes towards each other) change easily? Refer to relevant research.* (10)

Feedback: Describe the South African research discussed in the *South African Supplement to Social Psychology*.

12. *Name and define six factors which enable us to resist persuasive messages.* (6)

Feedback: Simply name and define the six factors mentioned in your prescribed book.

13. *Discuss the factors which enable us to resist persuasive messages. In your answer, refer to relevant research.* (10)

Feedback: In your answer, name the six factors mentioned in your prescribed book, define them, give an example in each case and, where possible, mention/discuss relevant research.

STUDY UNIT 5.6

Cognitive dissonance: what it is and how we manage it

Cognitive dissonance is, traditionally, a very important part of the literature on attitude and *you should make a thorough study of this whole section.*

You should know what cognitive dissonance is; that it is an unpleasant state; that there is research confirming this theoretical principle; and that it can be reduced using direct or indirect tactics. You should also know what is meant by induced or forced compliance; understand the so-called "less-leads-to-more-effect" and be able to discuss research that illustrates this phenomenon. *Study* the important Festinger and Carlsmith experiment in the "Building the Science" section. You should also know under what conditions the "less-leads-to-more-effect" effect occurs. Finally, it is very important to be aware of the fact that dissonance can be used to change *behaviour* by generating feelings of hypocrisy ("public" dissonance). It is essential that you know about the research done in this area.

Study the key points before completing the study tasks.

Activities (*study tasks*)

14. *What is cognitive dissonance? What direct and indirect strategies do people use to reduce dissonance?* (10)

Feedback: In your answer, define dissonance and explain the three direct approaches to dissonance reduction. Explain what is meant by indirect dissonance reduction and state when it is most likely to occur. Finally, give an example of dissonance reduction.

15. *Define induced or forced compliance and explain what you understand by the "less-leads-to-more" effect. Illustrate this effect by referring to research and describe the conditions under which it occurs.* (10)

Feedback: Define induced compliance, bearing in mind that the pressure should not be too great (otherwise an external attribution will be *made* and no dissonance will be created). Describe a situation where dissonance would definitely be raised and explain the "less-leads-to-more" effect. In your explanation, refer to the well-known Festinger and Carlsmith experiment. Explain the conditions under which the effect is most likely to occur.

16. *Describe under what circumstances dissonance can be used to change behaviour. (Focus on those situations where it is possible to generate feelings of hypocrisy.) Explain why a direct mode of dissonance reduction is important in this case and refer to relevant research.* (10)

Feedback: Define dissonance. Also describe hypocrisy within the context of dissonance theory. Explain why a direct mode of dissonance reduction is important here; summarise the research by Stone et al. and state when the procedures described are most effective.

17. *Define all the key terms in this chapter in your own words.*

Feedback: See page 183 in Baron et al.

Chapter 6

Stereotyping, prejudice and discrimination: the causes, effects and cures

Outcomes

Once you have worked through chapter 6 of your prescribed book, you should be able to:

- explain how members of different groups perceive inequality
- define *stereotypes* and *gender stereotypes* and explain the nature and consequences of gender-based stereotypes and prejudice
- define prejudice and discrimination and explain the precise difference between the two terms
- discuss the major causes of prejudice
- explain how prejudice can be reduced
- explain the exact meaning of the key terms

Introduction

This chapter consists of four parts: how members of different groups perceive inequality; the nature and origins of stereotyping (as the cognitive component of attitudes); prejudice and discrimination; and how prejudice can be reduced. All this information is particularly important to us as South Africans. As you study this chapter, bear in mind its relevance for you and its applicability to the South African context.

It is extremely *important to remember that the prescribed book is an American textbook* — this is particularly true of this chapter. Prejudices of the majority group in America (majority in terms of numbers and social status) are a problem and these have been investigated intensively. Prejudices of minority groups towards the majority group or individual members of the majority group are often (mistakenly?) seen merely as a reaction to poor treatment or something similar. The unvoiced sentiment, then, is that the prejudices of minority groups are understandable and therefore excusable. Consequently, relatively little research is available on the dynamics of prejudice among minority groups.

Following the sociopolitical changes that have occurred in South Africa since the early 1990s, there is no longer agreement on who constitutes the majority group and who the minority groups are. However, there is agreement that the situation has changed. Fortunately, it is not up to you and me to find an answer to this particular question (ie who the majority and who the minority groups are). What is important is that we bear in mind that, in a multicultural society like ours, *groups are often prejudiced against one another*. These prejudices show themselves in various forms of discrimination against individuals. As such, these prejudices are a social problem which we all need to take seriously.

Note the definitions of *stereotypes* and *discrimination* in the introductory section of the chapter. *Prejudice* can be defined as an attitude towards the members of a group, based solely on their membership of that group.

Working method

To help you achieve the study objectives for this chapter, it has been divided into three logical study units.

Study unit 6.1: how members of different groups perceive inequality

Study unit 6.2: The nature and origins of stereotyping

Study unit 6.3: Prejudice and discrimination: feelings and actions toward social groups

Study unit 6.4: Why prejudice is not inevitable: techniques for countering its effects.

STUDY UNIT 6.1

How members of different groups perceive inequality

After studying the section, you should be able to describe/explain:

- the meaning of *risk averse*.

NOTE: In this section the differences between American society and our own regarding majority and minority groups now (and different perceptions of now being privileged or not) should be kept in mind.

Study this whole section as well as **all the key points** before working on the study tasks.

Activities (*study tasks*)

1. Explain what is meant by the idea that people tend to be “*risk averse*”. (5)

Feedback: Study this section in your prescribed book and explain the concept.

STUDY UNIT 6.2

The nature and origins of stereotyping

Study the whole section. After studying the section, you should be able to describe/explain the following:

- definitions of stereotypes and gender stereotypes
- the meaning of the term “glass ceiling”
- the meaning of differential respect in the context of sexism
- the consequences of token women in work or high places
- shifting standards
- why we can be victims of stereotyping without recognising it
- why people form and use stereotypes and how stereotypes operate
- when stereotypes change.

NOTE: In this section differences between American society and our own (in terms of political power/status or the number of members in the group that you associate with) should, again, be kept in mind.

Study this whole section as well as **all the key points** before working on the study tasks.

Activities (*study tasks*)

1. *Discuss stereotypes as a cognitive source of prejudice in detail. Concentrate on why people form and use stereotypes and how stereotypes operate. Where appropriate, use examples discussed in the South African Supplement to Social Psychology.* (10)

Feedback: Define the concept "stereotype"; give three reasons why people form stereotypes; and discuss the section dealing with how stereotypes operate. Also study and discuss relevant sections in the *South African Supplement to Social Psychology*.

2. *"Discrimination against women in South Africa is not particularly subtle." Discuss this statement. Refer to South African circumstances where possible.* (10)

Feedback: Regard this question as an applied one and contextualise the information at your disposal within South African society. Study the appropriate sections in the *South African Supplement to Social Psychology*.

STUDY UNIT 6.3

Prejudice and discrimination: feelings and actions toward social groups

In this section, we shall define prejudice and discuss unusual concepts such as minimal groups. Threats to self-esteem, competition, and social categorisation are presented as theoretical explanations for prejudice. In conclusion, we shall deal with discrimination, modern racism, and the consequences of exposure to other people's prejudice.

NOTE: In this section, aspects of American society manifesting itself in specific Caucasian/African American attitudes and prejudices are discussed. Rather read those discussions and research as majority/minority group or ingroup/outgroup issues for a more contextualised understanding of the issues.

Study this whole section as well as **all the key points** before doing the study tasks.

Activity (*study task*)

3. *Distinguish between prejudice and discrimination.* (4)

Feedback: Define the two concepts and explain the difference between the two.

4. *Define prejudice in your own words. What are the implications of your definition for our understanding of prejudice?* (6)

Feedback: Define the concept and briefly discuss the implications of the view that prejudice is a particular type of attitude.

5. *What emotion do you think underlies your group's prejudices towards other groups in South Africa? ("Your group" here is the group you identify with.) Is it anger, fear, guilt, disgust, or something else? Why do you say this? What are the implications of this underlying emotion for discriminatory actions that might follow against other groups? As a social psychologist (not a politician!) how would you solve the problem?* (10)

Feedback: In your answer concentrate on the discussion on pages 202–203 in Baron et al.

6. *"Even incidental feelings of anger can generate automatic prejudice towards members of groups which we do not belong to." Discuss this statement and refer to relevant research.* (6)

Feedback: Define the concept "incidental feelings" as described by Baron et al. and discuss DeSteno et al.'s research.

7. *Discuss threats to our self-esteem as a theoretical explanation for prejudice. Refer to relevant research.* (10)

Feedback: Discuss the "Threats to self-esteem" section in Baron et al.

8. *Discuss competition for resources as a cause of prejudice. Refer to Sherif's work. Did Sherif's work really prove that competition is a necessary condition for the development of prejudice?* (10)

Feedback: In your answer explain the essence of realistic conflict theory. Discuss the three phases of Sherif's study. Note that mere social categorisation could also have been responsible for Sherif's findings.

9. *Discuss intergroup conflict as a cause of prejudice from a South African perspective. Refer to recent incidents in South Africa as well as to relative deprivation research.* (10)

Feedback: In your answer, explain the essence of realistic conflict theory. Then, briefly discuss Xenophobia attacks as well as relative deprivation research as explained in the *South African Supplement to Social Psychology*.

10. *Discuss how social categorisation may result in prejudice. Refer to relevant research.* (10)

Feedback: In your discussion, explain, *inter alia*, the concept "ultimate attribution error". Also discuss social identity theory and Hornsey and Hogg's research.

11. *Discuss the role of social learning and personality as a basis for prejudice. Refer to relevant theoretical orientations and research and give a South African perspective to the whole issue of social learning and personality.* (8)

Feedback: Discuss the appropriate section discussed in the South African Supplement to Social Psychology. Concentrate on authoritarianism and local research.

12. *What is "subtle" or "modern" racism? Briefly discuss this concept within the South African context.* (6)

Feedback: In your answer, define modern racism and explain its prevalence in South African society. Refer to the discussion in the *South African Supplement to Social Psychology*.

13. Explain, in detail, how implicit attitudes can be measured.

(10)

Feedback: Discuss the so-called bona fide pipeline technique.

STUDY UNIT 6.4

Why prejudice is not inevitable: techniques for countering its effects

This whole study unit on prejudice is particularly important and you should make a special effort to understand what is being discussed here. Once you have mastered the information contained in this chapter, you should be able to make a small contribution to creating harmony in our country.

Study the subsections on learning not to hate, intergroup contact, recategorisation, collective guilt, learning to say no, and social influence as ways of reducing prejudice. The most obvious way to reduce prejudice is to discourage parents and other educators (models) from passing on their prejudices to children in direct and indirect ways. A second way would be to make all educators (and children) intensely aware of the fact that we live in a country characterised by ethnic diversity. We should also realise that prejudice is very often a two-edged sword. Highly prejudiced people often live in a world of fear and anger. We all need to be more tolerant than ever if our society is to survive.

Intergroup contact, as a means of tackling the prejudices of people and groups in South Africa, deserves special attention. We can examine the issue in two ways. In the first place, direct contact is presented in the literature as a possible mechanism for improving attitudes. However, this contact has to occur under certain conditions. If it does not, it often results in attitudes deteriorating rather than improving. Ongoing research over the past couple of decades has identified specific conditions that contact situations should meet (Mynhardt & Du Toit 1991). Contact under specific conditions appears, in fact, to be an effective means of improving attitudes. There is also another reason why we should look at the literature on contact. South Africa is a changing, multicultural society and, at present, increasing contact between people and groups is the factual and legal norm. It is absolutely essential that we all learn more about the effect of contact. At a micro level, you and I should know more about it so that we can implement the basic principles in our daily lives — in our workplaces, homes, churches or wherever we have contact with other groups or members of other groups. At the macro level, opinion leaders, politicians and so on should be aware of the general principles of contact. A conflict-free society might be possible if society as a whole, at both the micro and the macro levels, was more aware that ill-advised contact often results in conflict, and that, if we want to improve attitudes, we must plan contact carefully.

When reading the section on recategorisation, bear in mind that recategorisation is actually a result of contact and is about shifting us-them boundaries. Once again, as you study this chapter, bear in mind that there are significant differences between South African and American societies.

Study this whole section as well as **all the key points** before doing the study tasks.

Activities (*study tasks*)

14. *Discuss the role of parents and educators in reducing prejudice.* (5)

Feedback: Note the importance of parents' own prejudices and the fact that prejudice often harms those who are prejudiced. Keep the South African situation in mind.

15. *Name three reasons why contact could result in improved attitudes and five conditions which contact situations must meet before attitudes are likely to improve.* (8)

Feedback: In your answer, all you need to do is state the reasons and conditions presented in the South African Supplement to Social Psychology.

16. *Discuss contact as a mechanism for improving attitudes in South Africa. In your answer, refer to relevant South African research.* (10)

Feedback: Briefly explain the contact hypothesis. In the remainder of your answer, concentrate on the contact principles and research discussed in the South African Supplement to Social Psychology.

17. *What is meant by recategorisation? Can the principle of recategorisation be used to reduce prejudice in South Africa?* (6)

Feedback: Define the concept recategorisation; explain the common in-group identity model in detail; and give South African examples.

18. *Discuss the Kawakami et al. research that shows that we really can break the habit of using stereotypes by learning to say "no" to the stereotypes we associate with specific groups.* (6)

Feedback: Discuss the research by Kawakami et al. by also referring to Figure 6.16 in Baron et al.

19. *"Prejudiced persons who are led to believe that their prejudiced views are out of line with those of most other persons may change these views and adopt a less prejudiced position." Discuss this statement by referring to appropriate research.* (6)

Feedback: Discuss the research by Stangor et al. and others.

20. *Do you think that you are biased towards certain groups in South Africa? As a social psychologist, what could you do to:*

(i) *overcome your prejudices towards other groups?*

(ii) *overcome your group's prejudices?* (10)

NOTE: (i) *If you really feel that you have no prejudices towards other groups, use a fictitious group to answer this question.*

(ii) *Your arguments should be based on the principles of social psychology — no marks will be awarded to political essays.*

Feedback: Regard this question as a very important applied question. Use the appropriate information discussed in the whole of chapter 6 as the basis for your answer.

21. Define all the key terms in this chapter in your own words.

Feedback: See page 222 in Baron et al.

Comment

Most research in social psychology in South Africa focuses on attitudes, prejudice and intergroup relationships. ***If you would like to know more about the fascinating field of attitudes, attitude change, social identity and prejudice in South Africa, you need to make social psychology part of your honours degree.***

The basic starting point in the honours course is that understanding human action is difficult if people's unique relationships and interactions with their social contexts and situations are not taken into consideration. Research in the field concentrates on identifying those factors that shape thought, feelings and behaviour in social contexts. At the same time, this field of research recognises the fact that behaviour is ultimately influenced by a wide range of social, cognitive, cultural and biological factors.

The *value of the course* is that it helps us to understand how we think about and interact with others in everyday life. It offers an in-depth study of major themes and specific topics in modern social psychology. The course specifically focuses on ***important concepts*** such as identity, social cognition, attribution, attitudes, group processes, prejudice, aggression, and pro-social behaviour. The honours course also helps you to gain insight into the principles of social influence and the processes that determine interpersonal relationships. The fundamental connection between individuals and situations is constantly addressed and an important objective of the honours course is helping students to develop a greater independence of thought and a deeper insight into the subject. The course also has an ***applied section***, where students are given the opportunity to carry out their own research programme under the guidance of a lecturer. The honours course therefore consists of advanced theoretical knowledge, and gives students the opportunity to gain practical experience and, eventually, enables them to develop important problem-solving skills in the subject. The course relates strongly to other fields within psychology. Social psychology is a clearly demarcated, scientifically oriented subject with a broad theoretical base; it serves as a useful background for clinical, counselling and research psychology as well as the psychology of work.

Chapter 7

Interpersonal attraction and close relationships

Outcomes

Once you have worked through Chapter 7 of your prescribed book, you should be able to:

- describe the role of affiliation, affect, proximity, and others' characteristics in our understanding of interpersonal attraction
- explain the effects of similarity and dissimilarity on interpersonal attraction
- explain the development and importance of relationships in the family and beyond the family
- thoroughly understand and be able to explain the influence of attachment styles on relationships
- describe what happens when relationships fail
- define the key terms

Introduction

Examine the *Chapter Outline* at the beginning of the chapter carefully. This will give you a good idea of what is covered in the chapter. This outline together with the *Summary and Review* section at the end of the chapter, defines a proper framework or context within which you should understand the material.

Working method

To help you achieve the study objectives for this chapter, it has been divided into **six** logical study units.

- Study unit 7.1:** Internal determinants of attraction: the need to affiliate and the basic role of affect
- Study unit 7.2:** External determinants of attraction: proximity and other's observable characteristics
- Study unit 7.3:** Factors based on interacting with others: similarity and mutual liking
- Study unit 7.4:** Close (and interdependent) relationships: family, friends, lovers, and spouses
- Study unit 7.5:** Romantic relationships and falling in love
- Study unit 7.6:** Marriage: happily ever after or not?

STUDY UNIT 7.1

Internal determinants of attraction: the need to affiliate and the basic role of affect

Study the whole section. Note, specifically, the importance of affiliation for human existence and the section focusing on affect and attraction.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (study tasks)

1. Describe the need for affiliation. Are there individual differences on this trait and what happens when this need is not met? Describe a common situational influence on the need. Do some people not have the need? Refer to research where necessary. (10)

Feedback: Note that the need for affiliation describes a basic human need which may be biologically determined. People are unhappy when the need is not met. During national disasters or when people are afraid, they seek others in the same situation to affiliate with. Although people with dismissing avoidant attachment styles might say they do not have the need, an experiment showed that even they responded to being accepted with a better mood and higher self-esteem.

2. Briefly explain the direct and associated effects of emotional arousal on attraction. (5)

Feedback: Simply discuss pages 228–229 in your prescribed book.

STUDY UNIT 7.2

External determinants of attraction: proximity and other's observable characteristics

In this section it becomes clear that, generally, the more we see other people, the more we tend to like them. This can be explained by the mere exposure effect. Also, although we still do not really know precisely what constitutes attractiveness, it is an important characteristic that determines attraction. It is also made clear that some people might experience so-called appearance-rejection sensitivity.

Study this whole section as well as **the key points** before doing the study tasks

Activity (study task)

3. Explain the effect of proximity on attraction. Refer to research. (10)

Feedback: Note that proximity produces repeated exposures and that this, even to a mildly negative stimulus, results in increasingly positive evaluations (the mere exposure effect). Note Zajonc's explanation and refer to the Moreland and Beach (2001) study. Proximity often determines how people meet people in social settings. Even buildings can be designed to encourage or discourage interactions.

4. *Briefly explain why composite faces are seen as more attractive than the faces used to create them.* (4)

Feedback: Composites are averages which may approximate our schemas for beauty more closely than any individual face can. This averaging effect does not work with non-human animals.

5. *Describe the influence of the situation and other factors on perceptions of attractiveness.* (8)

Feedback: Many things may influence attractiveness. For instance, men rate women as more or less attractive depending on the attractiveness of women they've been previously viewing. As the number of people in a bar grows smaller, the remaining people start looking better. Also, attributes such as age, eyeglasses, having a beard, and height might play a role. Overweight people are thought to have certain characteristics compared to thin people. Walking and handshake style may also affect perceptions of attractiveness. Initial impressions of men favour a dominant style, whereas, with additional exposure, males with a sensitive pro-social style appear more attractive. Even first names may influence an initial impression of attractiveness.

6. *What is so-called Appearance-Rejection Sensitivity? Refer to research.* (6)

Feedback: Define the concept. Park developed a scale to measure this trait. Note that in Park's experiment, she created a threat- and a non-threat condition. Her results showed that people who were low in appearance-rejection sensitivity were not much different in the non-threat condition and the threat condition. However, those high in appearance-rejection sensitivity were much more affected by the threat condition. Explain the implications of her findings.

STUDY UNIT 7.3

Factors based on interacting with others: similarity and mutual liking

Note that similarity is the most important determinant of attraction, but that dissimilar attitudes have a strong effect sometimes. We always enjoy being evaluated positively, but what we desire from others depends on the context.

Study this whole section as well as **the key points** before doing the following study task.

Activity (study task)

7. *Discuss the effects of similarity on attraction.* (10)

Feedback: Note that people who are more similar tend to be attracted by each other and that the proportion of similarity can be used as a measure of attraction. The repulsion hypothesis suggests that similarity does not necessarily cause attraction but that dissimilarity causes an increase in repulsion. Balance theory suggests that, with regards to liking, we might be in "balance", in "imbalance" or "indifferent". Festinger's social comparison theory suggests that we seek to evaluate our own attitudes and beliefs by comparing them with those of others when we cannot

objectively determine the accuracy of our beliefs or attitudes. The social comparison process produces consensual validation, which, in turn, produces a positive affective state.

STUDY UNIT 7.4

Close (and interdependent) relationships: family, friends, lovers, and spouses

Close relationships is often affected by cultural factors. First relationships form in the family and here, parents, grandparents, and siblings play an important role. Note that attachment styles form an integral part of all relationships and that forming close friendships is important for almost all of us. Loneliness can occur when people fail to form meaningful relationships.

Study the whole section dealing with close and interdependent relationships as well as **the key points** before doing the study tasks.

Activities (study tasks)

8. *Does having a sibling make any difference in your way of relating to others? What aspects of parents might mitigate some of the feelings between siblings?* (5)

Feedback: Elementary school kids without a sibling generally tend to be less liked than those with siblings, and to be more aggressive. Sibling rivalry is very typical, with siblings feeling a complex combination of affection, hostility and rivalry. Siblings are most likely to have a good relationship if they each have a warm relationship with parents, and if the marriage is satisfying to both parents.

9. *With regard to close friends, do people act differently with their close friends than with others? What might close friends be able to do that makes it valuable to have one?* (5)

Feedback: People are generally more honest with their closest friends. Close friends are good because you can self-disclose fully and provide mutual emotional support in case of tough times. You can be yourself with a close friend. Also note that females report having more friends than do males. When it comes time for friends to go their separate ways, it can be painful, and people will often grow closer because of the approaching separation.

10. *What is loneliness and what health outcomes is loneliness associated with? What causes loneliness and how can it be reduced in a person?* (10)

Feedback: Loneliness means experiencing fewer and less satisfying relationships than a person might want. Loneliness is associated with poor health and even greater mortality, often caused by sleep problems. Loneliness is caused by genetic factors, attachment style and early experience. Lonely individuals may not be able to trust others; and lack of early experience may lead to avoidance of others. Attempts at reducing loneliness focus on cognitive therapy and social skills training in order to address two of the causes.

STUDY UNIT 7.5

Romantic relationships and falling in love

This section stresses the fact that there are certain similarities and differences between close friendships and romantic relationships. Generally, men and women also use different criteria when selecting partners and there are different forms of love. Jealousy can occur in different contexts and stems largely from threats to our self-esteem.

Study this whole section as well as **the key points** before working on the study tasks.

Activities (study tasks)

11. *What is the one factor that is most important in making marriage last and what negative factors might an individual bring to a marriage? Is it important to be realistic about your spouse's shortcomings?* (6)

Feedback: Similarity and assumed similarity is highly important in a lasting marriage. People who have a poor attachment style or are anxious or highly negative have less chance for a successful marriage. People in long-lasting marriages appear to have illusions about their spouse, even though they are aware of specific negative events.

12. *What might be the origin of love? Discuss the different components of love according to your prescribed book.* (10)

Feedback: The reasons why human beings experience love include evolutionary theory and cultural influences. Note the importance of intimacy, passion, and decision/commitment as three basic components in Sternberg's triangular model of love. Define these concepts. Furthermore, concentrate on romantic love, companionate love, and fatuous love which can be distinguished in his model. Note that when the three basic elements are strong and balanced, the result is so-called consummate love.

STUDY UNIT 7.6

Marriage: happily ever after — or not?

Note that similarity, assumed similarity and certain dispositions are associated with marital success or failure. People with different attachment styles might handle marital problems differently.

Study this whole section as well as **the key points** before completing the study tasks.

Activities (study tasks)

13. *What factors affect marital happiness and why do relationships fail or succeed?* (10)

Feedback: Several factors might be useful in predicting whether and to what extent marriages will succeed or fail. Concentrate on similarity, assumed similarity and positive illusions about partners. Also note the

importance of certain personality dispositions or traits such as attachment styles, anxiety, negative affect, and neuroticism. Marriages fail with the discovery of a difference between assumed and actual similarities and unresolved conflict between needs for independence and yearnings for closeness. People also erroneously link love with success. Note that marginalised relationships might have special problems. When it is clear that a relationship is in trouble, people can respond either actively or passively. Refer to South African research in the *South African Supplement to Social Psychology* where appropriate.

17. *Define all the key terms in this chapter in your own words.*

Feedback: See page 268 in Baron et al.

Chapter 8

Social influence: changing others' behaviour

Outcomes

Once you have worked through Chapter 8 of your prescribed book, you should understand and be able to explain:

- the concept of conformity
- individual needs associated with conformity
- Solomon Asch, Muzafer Sherif, and the study of conformity.
- general factors affecting conformity
- the principles of compliance
- symbolic social influence
- obedience and destructive obedience

Introduction

Baron et al. define social influence as one or more person's efforts to change other people's behaviour or attitudes.

Throughout our lives other people attempt (either directly or indirectly) to influence the way we think, feel and behave. Similarly, we ourselves spend much time in social interaction trying to influence others to think, feel or act as we do. In this chapter, we shall restrict our discussion of social influence to mean certain reactions to social influence, namely, conformity, compliance and obedience.

From our discussion in this chapter you will learn that social influence is an interactive process that involves the needs and motives of people in a specific group or society. You will also learn that, to understand these forms of social behaviour, we need to know something about the social situation and broader cultural context in which conformity and/or compliance and obedience occur.

Working method

This chapter consists of **four** study units:

Study unit 8.1: Conformity: group influence in action

Study unit 8.2: Compliance: to ask — sometimes — is to receive

Study unit 8.3: Symbolic social influence: how we are influenced by others even when they are not there

Study unit 8.4: Obedience to authority: would you harm an innocent stranger if ordered to do so?

STUDY UNIT 8.1

Conformity: group influence in action

Study the whole section and note the following: Solomon Asch and Muzafer Sherif started ground-breaking conformity studies. Conformity is influenced by group cohesiveness, group size, and types of norms and situational norms can be activated automatically. In general, we conform because we want to be right and liked. Also note that individuals can, of course, resist conformity and that minorities can succeed under certain preconditions.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (study tasks)

1. Define the concept "conformity". Illustrate your definition with a South African example. (5)

Feedback: Read the definition of conformity in your textbook and explain the term in your own words. Refer to the work done by Smith and Bond discussed in the *South African Supplement to Social Psychology*.

2. What role does cohesiveness play in social influence? (6)

Feedback: In your answer, define the term "cohesiveness" and give a South African example.

3. Discuss how descriptive and injunctive norms may influence our behaviour. Refer to relevant research findings. (6)

Feedback: Indicate what is meant by descriptive and injunctive norms before you discuss their influence on our behaviour. You will find a discussion of research findings under the heading: *Descriptive and injunctive norms: how norms affect behaviour*.

4. What accounts for our ability to resist conformity? Discuss this with reference to the factors discussed by Baron et al. (10)

Feedback: In your answer you must discuss the three factors of resisting pressures to conform. You must also refer to the "Making sense of common sense" section.

5. Under what conditions can minority movements successfully influence majorities? (6)

Feedback: In your answer, you must discuss the section "Minority influence: does the majority always rule?"

STUDY UNIT 8.2

Compliance: to ask — sometimes — is to receive

In this chapter and in the chapter on attitudes you will learn (or have learned) that individuals and groups influence our behaviour through a variety of strategies, namely persuasion, social norms and direct orders. In this section, note the basic principles underlying compliance and the fact that tactics based on these principles can be used to induce compliance.

Study this whole section as well as **the key points** before doing the study task.

Activity (study task)

6. *Imagine that you are an influencing agent. Which one of the following influencing strategies would you choose — the-foot-in-the-door; the door-in-the-face, or the that's-not-all technique? Answer the following questions:*

- (a) *Name your technique of choice.*
- (b) *How would you implement this technique?*
- (c) *State your reason or reasons for using this technique.* (10)

Feedback: In your answer you must explain these strategies by referring to an example of your own. Baron et al. explain the advantages and disadvantages of each strategy. Use this information to fully explain the reasons for your choice of technique.

Study unit 8.3

Symbolic social influence: how we are influenced by others even when they are not there

Note that we can sometimes be influenced by others, even when they are not there. Read what Baron et al. say about symbolic social influence and keep the following issues in mind:

- Symbolic social influence
- Relational schemas and goals
- The research by Baldwin et al. (1990) and Fitzsimons and Bargh's (2003) study.

Study this whole section as well as **the key points** before doing the study task.

Activity (Study task)

7. *Discuss symbolic social influence and refer to relevant research.* (10)

Feedback: Simply discuss the whole "Symbolic Social Influence" section in Baron et al.

STUDY UNIT 8.4

Obedience to authority: would you harm an innocent stranger if ordered to do so?

One can only speak of obedience if there are power differences between people. For people to obey authority, they must believe (to a greater or lesser extent) that authority has a legitimate claim on them. The authority may be another person (eg parental authority), or it may be an institutionally based authority (eg the police or army).

Conformity and obedience are often benign and constructive. Complex societies require a certain level of obedience to function smoothly. "Blind" obedience, however, is often destructive. Milgram's famous experiments show this only too well.

In this section, familiarise yourself with how Stanley Milgram conducted his famous experiments in which destructive obedience was illustrated. Note that there are four main reasons why people engage in destructive obedience and that there are four strategies which may be helpful in resisting destructive obedience.

Study this whole section as well as **the key points** before doing the study tasks.

Activity (Study tasks)

8. Evaluate the following statement: "The subjects in Milgram's experiment obeyed the experimenter because they were evil and immoral people." (10)

Feedback: You are not expected to describe Milgram's experiment in your answer. You should only outline the factors that played a role in the destructive obedience that occurred in this experiment. Read Baron et al.'s section entitled "Obedience to authority".

9. What personal lessons have you learned from the results of Milgram's experiments on obedience? Keep South African society in mind when you answer this question. (8)

Feedback: To answer this question, consider the role of perceived responsibility for the outcome in terms of: obeying, disobedient models, challenging the expertise of authority; and knowledge of obedience research in resisting orders. Then briefly discuss the work of Foster (1998) which is discussed in the *South African Supplement to Social Psychology*.

10. Define all the key terms in this chapter in your own words.

Feedback: See page 303 in Baron et al.

Chapter 9

Prosocial behaviour: helping others

Outcomes

Once you have studied Chapter 9 of your prescribed book, you should understand and be able to explain:

- theories of prosocial behaviour
- Darley and Latane's five steps to helping
- situational factors that influence helping behaviour in emergencies
- when negative and positive emotions encourage and discourage helping
- the characteristics of an altruistic personality

Introduction

Prosocial behaviour refers to actions that benefit someone else and that do not appear to be motivated by the helper's desire to obtain immediate benefits for himself or herself. The range of actions identifiable as prosocial behaviour is immense. A day seldom goes by when we do not observe or perform a prosocial act. A blind man is helped across the street, drivers pick up hitchhikers, a donation is made to charity, blood is contributed to hospitals, etc.

Working method

This chapter consists of **four** study units:

- Study unit 9.1** Why people help: motives for prosocial behaviour
- Study unit 9.2** Responding to an emergency: will bystanders help?
- Study unit 9.3** External and internal influences on helping behaviour
- Study unit 9.4** Long-term commitment to prosocial acts

STUDY UNIT 9.1

Why people help: motives for prosocial behaviour

In this section you will see that in addition to three broad theoretical approaches explaining prosocial behaviour, people often help others to enhance their own status and reputation. There is also a genetic determinism model of prosocial behaviour.

Study this whole section as well as **the key points** before doing the study task.

Activities (*study task*)

1. *A university professor is talking to a student in her office. The student pleads with the professor to postpone an upcoming test and begins to cry. Reacting to the student's distress, the professor's arousal level increases, and she attributes her reaction to the student's distress. The professor helps the student by postponing the test.*

Social psychologists believe that three different motivations may underlie the professor's behaviour. Explain her behaviour according to these three different motivations.

(9)

Feedback: In your answer, it is not enough simply to list these three motivations. You also have to explain them to your reader.

STUDY UNIT 9.2

Responding to an emergency: will bystanders help?

Regarding this question, you should note that diffusion of responsibility leads to less help in emergencies. Also, make sure to be familiar with the steps people normally go through before they act in an emergency.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study task*)

2. *Thirty-eight people witnessed the murder of Kitty Genovese, but not one of them tried to help — directly or indirectly — by calling the police. Using your knowledge of variables that influence prosocial behaviour in emergencies, explain the reactions of the bystanders. In your answer, refer to the five essential steps in the decision-making process and give a South African perspective of this incident.*

(10)

Feedback: To answer this question, briefly indicate which factors, such as diffusion of responsibility, influence prosocial behaviour in each of the five steps. Remember to apply the factors to the murder of Kitty Genovese. Also refer to the case of the Soweto teenager discussed in the *South African Supplement to Social Psychology*.

STUDY UNIT 9.3

External and internal influences on helping behaviour

In this study unit, we learn that people tend to help those (1) who are in some way similar to them and (2) those who are not responsible for their predicaments. Note that, generally, positive emotions and empathy are associated with helping. Interesting points that are highlighted in this section are that people who feel excluded from groups are less likely to help others. Receiving help might also have a downside. Eventually, research shows that it is possible to describe an altruistic personality.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

3. *"I will not volunteer to help AIDS victims." Explain this reaction according to:*
- (a) the prosocial model of helping those you like (5)
 - (b) helping those who are not responsible for their problem (5)
- Feedback:** To answer this question, read the section in Baron et al. entitled *"Situational factors that enhance or inhibit helping"*.
4. *Evaluate the statement: "A negative mood discourages helping."* (6)
- Feedback:** Compare your answer with Baron et al.'s discussion of the effects of negative emotions on prosocial behaviour.
5. *"You're in need of help, and someone comes along to provide assistance. You react with positive emotions." Critically discuss this statement.* (10)
- Feedback:** In your answer you must indicate to your reader why you agree or disagree with the above statement. Remember to apply your answer to your own situation.
6. *Discuss the five key characteristics of the altruistic personality.* (10)
- Feedback:** It is not sufficient simply to list these key characteristics. You must also explain what they mean.
7. *How important do you think VCT and CHBC programmes are in South Africa?* (6)
- Feedback:** Read the work of Van Dyk (2001) and Van Dyk and Van Dyk (2002) in the *South African Supplement to Social Psychology*.

STUDY UNIT 9.4

Long-term commitment to prosocial acts

In this section it is important to keep in mind that when people consider long-term commitments to prosocial behaviour, they have to balance self-interest with moral integrity. Six functions are served by engaging in volunteering and three primary motivations underlie moral behaviour when we are confronted with a choice to help.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study task*)

8. *Briefly discuss the process of volunteering with specific reference to the motives for volunteering.* (10)
- Feedback:** In your answer you should define volunteering and discuss motives for volunteering as explained in the textbook.
9. *Briefly explain the following: self-interest, moral integrity, and moral hypocrisy.* (6)

Feedback: In your answer, you should give a short description of each of the above.

10. *Define all the key terms in this chapter in your own words.*

Feedback: See page 335 in Baron et al.

Chapter 10

Aggression: its nature, causes and control

Outcomes

Once you have worked through Chapter 10 of your prescribed book, you should understand and be able to explain:

- the theoretical explanations of the causes of aggression and the practical application of these theories
- the relationship between social factors and aggression
- the influence of norms and cultural differences on the expression and evaluation of aggression
- techniques that can be used to control aggression

Introduction

The continuing increase in aggressive behaviour and violence in our country necessitates a closer look at the nature and causes of aggression. This might not only enable us to understand the social psychological implications of aggression, but could also contribute to controlling aggression.

Working method

This chapter consists of four study units:

Study unit 10.1 Perspectives on aggression: in search of the roots of violence

Study unit 10.2 Causes of human aggression: social, cultural, personal, and situational

Study unit 10.3 Aggression in ongoing relationships: bullying and aggression at work

Study unit 10.4 The prevention and control of aggression: some useful techniques

STUDY UNIT 10.1

Theoretical perspectives on aggression: in search of the roots of violence

In this section you will be exposed to the basic ideas fundamental to Freud and Lorenz's instinct theories as well as the well-known frustration-aggression theory as a drive theory of aggression. Finally, the basic principles underlying the General Aggression Model or GAM will be explained.

Study this whole section as well as **the key points** before doing the study task.

Activities (*study task*)

1. *Explain what is meant by the Frustration-Aggression Hypothesis. What are the two main beliefs (about frustration and about aggression) that characterise the hypothesis? What does more modern research say about these two conceptual building blocks of the hypothesis?* (6)

Feedback: The hypothesis asserts that aggression stems from the frustration of an individual, who eventually “snaps” when her/his tolerance is reached. The primary beliefs are that (1) all frustration eventually leads to aggression, and (2) all aggression is the product of frustration. Note that individuals do not respond only with aggression when frustrated, but may become depressed, or attempt to overcome the source of their frustration (see the comment in the *South African Supplement to Social Psychology*). Also, apart from the fact that frustration can, indeed, result in aggression, aggression can stem from instrumental causes, like aggression in wartime, or in a boxing match.

2. *Describe and explain the general aggression model.* (10)

Feedback: The GAM posits two classes of input variables (a) factors relating to the current situation and (b) factors relating to the persons involved. The GAM also posits that these variables can cause aggression through their impact on three basic processes (a) physiological arousal, (b) affective states, and (c) cognitions that can be considered as internal states. Note that some stimuli (such as media violence) can have an effect on knowledge structures (schemas). The internal states influence an individual’s appraisal and decision-making processes, which determine whether the individual will take thoughtful action or impulsive action in a particular situation.

STUDY UNIT 10.2

Causes of human aggression: social, cultural, personal, situational

Study this whole section. We learn how frustration, provocation, and arousal can lead to aggression. We also see how media violence, violent pornography and related issues lead to aggressive behaviour. You are also exposed to the idea that certain cultural factors as well as specific personal and situational determinants are associated with aggression.

Study the key points before doing the study tasks.

- (3) *Briefly describe the excitation transfer theory of aggression* (8)

Feedback: Note that in at least some instances, an event will cause an increase in arousal that will persist beyond the situation that caused it. There may be some residual physical arousal still present when another event occurs. If the arousal is recognised, but the reason for the arousal is

not, the individual may misattribute the cause of the arousal to the current situation. This misattribution, combined with heightened arousal, intensifies the anger one might experience in the new situation and the individual's response to the new situation may be out of proportion to the situation.

4. *Presumably, watching violent video games induces desensitisation to violent imagery. What does desensitisation mean? How was a neuroscientific approach used to study this desensitisation? What may one reasonably infer from these data?* (6)

Feedback: Desensitisation means people don't find violence in media, or even actual violence, as disturbing as they would otherwise find it. Respondents were chosen who had a history of playing either violent or non-violent video games. They also viewed either violent or non-violent photographs while P300 event-related potentials were recorded. Those who had previous histories of viewing violent material showed smaller P300 potentials which mean that they were desensitised to the violent photographs. This suggests that continued viewing of violent video games has a long-term effect on the brain. Such desensitisation predicts the likelihood of aggressing against others.

5. *Can exposure to media violence cause aggressive behaviour in children? Give reasons for your answer. Also refer to South African research.* (10)

Feedback: To answer this question you will need to refer to the following: (1) research results (2) the various processes that may be responsible for the effects of media violence, and (3) the South African research discussed in the *South African Supplement to Social Psychology*

6. *Describe the effects that exposure to violent pornography may have on people.* (7)

Feedback: Since pornographic images result in greater levels of arousal than violent images, it is likely that violent pornography has stronger effects than media violence without a sexual content. This implies that aggressive tendencies may be increased more by violent pornographic images than by non-sexual violent images. Laboratory research suggests that violent pornography increases men's willingness to aggress against women. Research also suggests that repeated exposure to violent pornography tends to desensitise people to such images. Exposure to violent pornography may also lead people to accept dangerous myths about rape and other forms of sexual violence.

7. *Song lyrics with sexually aggressive themes pervade the culture. Describe the experiment involving respondents listening to either (1) no sexually aggressive song lyrics, (2) misogynistic lyrics, or (3) men-hating lyrics. How did the respondents express aggression? Describe the results by using a figure. What do the results imply about the effects of long-term exposure to such lyrics?* (6)

Feedback: Respondents expressed aggression by making recommendations for people having one arm immersed in ice water — the longer the time, the more aggression being expressed. Misogynistic lyrics increased male participants' recommendations for the time a female target's arm should be immersed in the ice water, while men-hating lyrics increased female participants' recommended time for male arms' immersion. The

implication is that, over the long term, sexually aggressive song lyrics might have effects similar to those of violent pornography ... that is, desensitising people, and making the acceptance of sexual aggression seem more "normal."

8. *Discuss "cultures of honour" and their connection with sexual jealousy and with aggression.* (8)

Feedback: Cultures of honour have strong norms that indicate aggression is an appropriate response to insults to one's honour. These norms may have developed in areas where wealth was concentrated in assets that could easily be stolen and still exist in many societies and sub-cultures today. Cultural beliefs condoning aggressive responses are particularly apparent when sexual jealousy is concerned. In cultures of honour, infidelity are particularly damaging to the male's honour and require immediate responses. Therefore, "crimes of passion" are viewed as justified or necessary. Violence towards a wife or girlfriend who is threatening physical or emotional infidelity has been shown to be at least somewhat acceptable in cultures of honor.

9. *Describe the Type A behaviour pattern and its relationship to aggression.* (6)

Feedback: Note that Type A behaviour consists of high levels of competitiveness, a sense of time urgency, and high levels of hostility. Type B behaviour represents the opposite. People who exhibit Type A behaviour tend to be more aggressive, engage more in hostile aggression, and are more likely to be involved with spouse or child abuse than Type B's. Type A and Type B personalities are equally likely to engage in instrumental aggression.

10. *How important are personal causes of aggression in your opinion? Refer to research.* (10)

Feedback: Study the section entitled "*Personality and aggression*" in Baron et al., as well as the prison-study described in the *South African Supplement to Social Psychology*.

11. *Discuss high temperatures and alcohol consumption as situational determinants of aggression. In your answer, refer to international and South African research.* (10)

Feedback: Read this section in Baron et al., as well as the discussion in the *South African Supplement to Social Psychology*.

STUDY UNIT 10.3

Aggression in ongoing relationships: bullying and aggression at work

In this section it is explained what bullying is and it is made clear that severe forms of bullying and aggressive behaviour such as child maltreatment and child sexual abuse are very serious issues in our society. Finally, workplace aggression, including abusive supervision and sexual harassment are also discussed.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study task*)

12. *How serious is bullying, child maltreatment and the sexual abuse of children in South Africa?* (10)

Feedback: Read this section in Baron et al., as well as the discussion in the *South African Supplement to Social Psychology*.

13. *Briefly discuss the problem of workplace violence* (6)

Feedback: Read this section in Baron et al.

14. *How serious is the sexual harassment problem in South Africa?* (10)

Feedback: Read the relevant discussions (also Chapter 8) in the *South African Supplement to Social Psychology*.

STUDY UNIT 10.4

The prevention and control of aggression: some useful techniques

After studying this whole section you will know that there are at least four necessary conditions for punishment to be successful. It also becomes clear that aggression can be reduced by strengthening the internal mechanisms that control aggressive behaviour. As opposed to popular belief, research shows that catharsis is not effective in reducing aggressive behaviour. However, forgiving might be useful in limiting aggressive behaviour.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

15. *Why is punishment not always successful in reducing aggression?* (6)

Feedback: In your answer, it is not enough simply to state the three reasons given in Baron et al. You also need to *explain* these reasons.

16. *While aggression may in certain circumstances be appropriate (perhaps in a competitive situation), we generally cannot be lashing out at others in most social situations. What is the name of the mechanism for curbing aggressive tendencies? What resource must we typically draw on to curb those tendencies? Describe the "donut" study used to test this hypothesis?* (10)

Feedback: Self-regulation is the name of the mechanism for controlling aggressive urges, and such self-control appears to require cognitive resources. In the "donut" study, respondents were given either a donut or a radish but were not allowed to eat either one. Then they got annoying negative feedback from "another participant" on an essay they had written. Respondents were then asked to prepare a snack for the other participant and were allowed to put as much or as little hot sauce on the snack — more hot sauce equaled more aggression. Participants who had been exposed to the donut used more hot sauce. This indicated that cognitive resources were "used up" while earlier resisting the delicious donut, but not the radish.

Thus people, whose cognitive resources are depleted, perhaps even by lack of good sleep, may be more inclined to aggress against others.

17. *Discuss catharsis as a mechanism for controlling aggressive behaviour* (6)

Feedback: Use Baron et al.'s explanation to help you answer this question.

18. *Explain forgiveness and describe some of the beneficial effects forgiveness may have. What are the implications for the South African society?* (10)

Feedback: Answers should include the following points:

- Forgiveness involves giving up of the desire to punish those who have harmed us and seeking to act in kind, helpful ways toward those who have harmed us.
- It is generally easier to give up the desire to punish others than it is to act in a kind way towards them.
- Forgiveness may reduce subsequent aggression by preventing the formation of a revenge-retaliation-revenge spiral.
- Forgiveness has been shown to provide psychological benefits to the person who forgives someone else.
- People who forgive others report higher levels of self-esteem and lower levels of negative affect than those who have not forgiven others. This is particularly the case when those we forgive are in a close relationship with us.
- One technique that is involved with forgiveness includes empathy. Forgiving people also make more generous attributions about the causes of the harmful behaviour. They also tend to avoid ruminating about past harmful behaviours.
- References to the relevant section (the TRC) in the *South African Supplement to Social Psychology*

19. *Define all the key terms in this chapter in your own words.*

Feedback: See page 375 in Baron et al.

Chapter 11

Groups and individuals: the consequences of belonging

Outcomes

Once you have worked through Chapter 11 of your prescribed book, you should understand and be able to explain:

- the nature and functions of groups
- how group performance can be improved
- how conflicts within groups can be resolved
- how group decisions are made
- the potential dangers in the decision-making process
- the key points

Introduction

Why do people join groups and how do groups influence our thinking and behaviour?

These questions are important to social psychologists because all of us belong to at least one group. And, as you will soon discover, our thoughts and behaviour are often influenced by the group(s) to which we belong.

Working method

Chapter 11 is divided into **five** study units:

Study unit 11.1: Groups: when we join ... and when we leave. The benefits and costs of joining.

Study unit 11.2: Effects of the presence of others: from task performance to behaviour in crowds

Study unit 11.3: Coordination in groups: cooperation or conflict?

Study unit 11.4: Perceived fairness in groups: its nature and effects

Study unit 11.5: Decision making by groups: how it occurs and the pitfalls it faces

STUDY UNIT 11.1

Groups: when we join ... and when we leave. The benefits and costs of joining

In this section you will learn what groups are and what entiativity is. It is also explained that groups function in terms of status, roles, norms, and cohesiveness. You will also see that joining groups implies both benefits and costs and that groups splinter for various reasons.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

1. *Do you feel that you belong to the group known as "Unisa students"? Give reasons for your answer.* (6)

Feedback: Refer to the following: entiativity, interaction, goals, and similarity of group members.

2. *Explain and give your own example of how the adoption of certain roles may be detrimental to effective functioning.* (6)

Feedback: Explain, using your common sense and an example of your own, how the *internalisation* of roles may have a negative influence on your behaviour.

3. *How can people acquire higher status?* (4)

Feedback: Discuss the following: physical size and intimidation.

4. *Define "cohesiveness" and list the factors that contribute to group cohesiveness.* (10)

Feedback: Read the definition of cohesiveness and explain it in your own words. Discuss how the following contribute to group cohesiveness: status, effort, external threats and group size.

5. *What are the benefits of joining a group?* (9)

Feedback: Refer to: self-knowledge, status, social change.

6. *What are the costs of being a member of a group?* (10)

Feedback: Refer to: personal freedom, time, energy, resources, policies.

7. *Explain why groups may splinter and why many members may leave a group they belong to.* (10)

Feedback: Use the following words in your answer: redrawing boundaries, "we", change, self-concept, no longer identify, and entiativity.

STUDY UNIT 11.2

Effects of the presence of others: from task performance to behaviour in crowds

In this study unit we see that the mere presence of others (social facilitation) facilitates

performance. Drive theory and distraction conflict theory explain social facilitation. You will also learn what social loafing is and that norms and identity are important concepts to keep in mind when we study crowd behaviour.

Can you think of examples of when the presence of other people has influenced your behaviour (a) negatively, and (b) positively? For example, some of you go (or allege to go!) “blank” when writing exams. Yet you do not go “blank” when performing other tasks (such as typing, cooking, fixing cars) in the presence of others. Why is this?

On a different note: have you ever made less effort in a group situation than if you’d been working alone? Or have you, in a group situation, felt that you were doing more than your fair share and that others were capitalising on your efforts?

Think about the following questions:

- *What can I do to prevent myself going “blank” in exams?*
- *What can be done to prevent people’s “loafing” in a group situation?*

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

8. *Explain and critically evaluate Zajonc’s drive theory of social facilitation.* (10)

Feedback: Briefly define the drive theory of social facilitation and explain why arousal may lead to either improved or impaired performance. In your critical evaluation of the theory, discuss “evaluation apprehension” and the “distraction-conflict theory”.

9. *“It is best to study alone, but it is best to write exams in the presence of others.” Do you agree with this statement? Give reasons for your answer.* (5)

Feedback: Think about the relationship between arousal and performing unskilled and skilled tasks.

10. *You, as a teacher, have divided pupils into groups to do a project. What steps would you take to increase the input of each pupil?* (5)

Feedback: Write four sentences each beginning with “I would ...”. Each sentence should contain one of the following words: identifiable, commitment, value and unique.

11. *Explain why individuals in large crowds often do things they would not normally do.* (10)

Feedback: Define deindividuation and discuss its effects.

STUDY UNIT 11.3

Coordination in groups: cooperation or conflict?

In this study unit it becomes clear that cooperation demands trust. Also, conflict does not only stem from opposing interest, but other factors such as faulty attributions also play a role. Conflicts can be resolved by bargaining and superordinate goals.

Do you think of your family unit as a “group”? (Refer to the criteria people must meet before they can be said to form a group.) Do your family members (or members of any other group to which you belong) work together to attain common goals, or do you work against each other? The chances are that you sometimes cooperate with each other, and sometimes experience a conflict of interests.

Study this whole section as well as **the key points** before doing the study tasks.

12. Define “social dilemma” and give (a) an example of a social dilemma you have faced, and (b) the reasons why you either cooperated or defected. (8)

Feedback: Read the definition of social dilemmas in your textbook and explain the term in your own words. Briefly describe one you have experienced personally. Refer to self-interest and trust.

13. A friend of yours is experiencing conflict within his/her marital relationship. In the light of your knowledge of the major causes of conflict, what advice would you give to your friend? (9)

Feedback: Explain to your friend how he/she could possibly improve his/her relationship by changing his/her faulty attributions, faulty methods of communication, and a tendency to perceive one’s own views as objective and reflecting reality and those of others as biased.

14. Define, in your own words, two of the most common strategies used for resolving conflicts in a work situation. Explain how you can use these strategies in your own life (8)

Feedback: Read the definitions of “bargaining” and “superordinate goals” in your textbook. Explain the terms in your own words and simply explain how you can use these strategies in your own life.

STUDY UNIT 11.4

Perceived fairness in groups: its nature and effects

Note that three rules strongly influence people’s perceptions of fairness and that reactions to unfairness depend on whether it concerns rewards, or procedures and interactions.

Think of an occasion (or period of time) when you felt you were being treated unfairly by others — be it within the family or in a work situation. Now, complete the following sentences:

I felt I was being treated unfairly because

.....

I reacted by

.....

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

15. *At one time or another, you probably felt you were being treated unfairly in a family or group situation. Briefly describe this situation (or a hypothetical one), by referring to one of the following: distributive justice, procedural justice, or transactional justice.* (6)

Feedback: Explain *why* you felt you were being treated unfairly.

16. *So you feel that you are underpaid. List the various ways in which you might react to this situation. What step would you personally choose to take? Why?* (4)

Feedback: Improvise on the discussion in your textbook.

STUDY UNIT 11.5

Decision making by groups: how it occurs and the pitfalls it faces

In this final section of Chapter 11 you will notice that group polarisation can have important practical implications. Although cohesiveness is often an admirable group characteristic, groupthink (as a consequence of extreme cohesiveness) can sometimes be a real danger. Finally, note that brainstorming is not necessarily a successful enterprise.

Do groups make “better” decisions than individuals? You were probably on the wrong track while thinking about this question. Most people have incorrect beliefs about the relative value of decisions made by groups. To see if you are one of the majority (or one of the minority) on this issue, study the relevant sections in the prescribed material.

Study this whole section as well as **the key points** before doing the study tasks.

Activities (*study tasks*)

17. *You belong to the Parents’ Association at your child’s school. The present aim of the Association is to decide how to reduce drug abuse in the school. Explain, using your own examples, how the following may affect the process of decision making.*

(a) *Groupthink* (5)

(b) *Group polarisation* (5)

Feedback: (a) Elaborate on the “story” by explaining (1) what groupthink is and why it occurs, (2) what group polarisation means, and (3) why and when group polarisation occurs. Also discuss the possible effect of group size — see Foster and Finchilescu’s research discussed in the *South African Supplement to Social Psychology*.

18. *Define all the key terms in this chapter in your own words.*

Feedback: See page 415 in Baron et al.

Chapter 12

Social Psychology applied to health

Outcomes

Once you have worked through Chapter 12 of your prescribed book, you should understand and be able to explain:

- what is meant by “health psychology”
- the influence of attitudes and lifestyle on health
- what is meant by “job satisfaction”
- what is meant by “organisational citizenship behaviour” (OCB)
- the fact that different leadership styles are found in organisations.
- define the key terms

Introduction

This chapter consists of three sections. The first section applies the principles of social psychology to interpersonal aspects of the American legal system. Note that Baron et al.’s discourse relates to the American *jury system*. Since we do not have a jury system operating in this country, this section will not form part of the present syllabus. The section makes interesting reading, however, and you should read it if you have time. The second section of the chapter deals with health-related issues and forms part of the syllabus.

Working method

The remainder of Chapter 12 is divided into two study units:

Study unit 12.1: Social Psychology and health

Study unit 12.2: Social Psychology and the world of work

STUDY UNIT 12.1

Social Psychology and health

In this study unit you should concentrate on the suggested link between lifestyle and health. Note that certain environmental and social factors may lead to obesity and that there is a link between stress and general psychological well-being. People should be encouraged to adopt healthier lifestyles.

Study this whole section as well as **all the key points before doing the study tasks.**

Activities (*study tasks*)

1. *What are two main attitudes that appear to play a role in maintaining good health? How active are we in South Africa?* (10)

Feedback: Note that positive attitudes about aging contribute to improved mortality. Persons with positive views of aging see their lives as hopeful and fulfilling. They are also more likely to take care of themselves. Those with negative views see their lives as worthless and hopeless. Self-efficacy also plays a role in maintaining good health. People with high self-efficacy are those who believe they can accomplish what they are set out to do and will most probably undertake exercise programs to “get in shape.” Also discuss Struwig’s HSRC study discussed in the *South African Supplement to Social Psychology*.

2. *How does stress affect our health?* (8)

Feedback: Stress drains our resources, induces negative affective states, and keeps us off balance. These effects, in turn, interfere with the proper operation of our immune system by decreasing lymphocytes that fight infections and increasing levels of cortisol, which suppresses the immune system. In addition, chronic stress damages the circulatory system. Finally, stress influences our behaviours by making us less likely to engage in preventive behaviours, such as seeking medical care, and more likely to engage in negative behaviours, such as smoking or over-eating.

3. *How can healthy lifestyles and psychological well-being be encouraged?* (20)

Feedback: Concentrate on all the relevant material discussed in the *South African Supplement to Social Psychology*.

STUDY UNIT 12.2

Social Psychology and the world of work

This unit focuses on factors that influence job satisfaction and the relationship between job satisfaction and performance. Note that OCB falls into five different categories while five different factors may lead to OCB. You will see that certain traits are associated with leadership and that there are different leadership styles. Different leaders are effective in different situations.

NOTE: *Read the “Comment” at the end of this chapter.*

Study this whole section as well as **all the key points** before working on the study tasks.

Activities (study tasks)

1. *Discuss the causes of job satisfaction. Refer to relevant research.* (7)
Feedback: Define the concept, discuss Figure 12.17 and discuss the research undertaken by Arvey et al. and by Ilies and Judge.
2. *Discuss the effects of job satisfaction. Refer to relevant research.* (7)
Feedback: Define the concept, discuss Figure 12.18, and discuss the research undertaken by Schneider et al.
3. *Discuss the factors which may lead to organisational citizenship behaviour (OCB). Refer to relevant research.* (10)
Feedback: Define organisational citizenship behaviour and discuss the factors that may lead to its occurrence. Concentrate on: the importance of identity; different forms of justice; reciprocity; breadth of jobs; and organisational commitment.
4. *Explain what you understand by production- and person-orientated leadership styles. Also explain, by means of a diagram, the difference between people judged high or low on these dimensions. Provide appropriate examples of these leadership styles.* (10)
Feedback: Briefly describe the two styles and explain, in detail, Figure 12.21 in Baron et al.
5. *Explain the difference between transactional and transformational leaders. Which type of leader is better in terms of maximising a group's performance? Refer to relevant research.* (10)
Feedback: Discuss the relevant section in Baron et al. and describe the research undertaken by Waldman et al.

Comment

Should you be interested in the psychological aspects of work behaviour, don't forget our **Psychology of Work** honours course. In this course, the main focus is the study of *human behaviour in organisations*. Organisational Behaviour can be formally defined as the field that seeks knowledge of behaviour in organisational settings by studying individual, group and organisational processes. Research in this field concentrates on issues such as how goals can be set to improve job performance or how jobs can be designed to increase employees' job satisfaction. Other practical issues researched include the conditions under which individuals make better decisions than groups; how the quality of organisational communication can be improved; what steps can be taken to ease stress; and how leaders can improve group effectiveness.

The *value of the course* is that it helps us to understand how people function in organisations, big or small. The implicit point of departure is that the psychology of work is, in a sense, applied social psychology. It *offers an analysis of the field at three levels*. At the individual level, researchers and practitioners are concerned with issues such as perceptions, attitudes and motivation. At the group level, they focus on how people communicate and coordinate activities, whereas at the organisational level the focus is on organisations as a whole — how organisations are structured and how they influence the individuals and

groups within them. To accommodate the three levels of analysis, the course is subdivided into six study areas. The first area is a general introduction to the field; the next two comprise individual levels of analyses. Topics dealt with are: perception and learning; differences in personality and abilities; motivation in organisations; work-related attitudes; and career development and stress. The fourth and fifth areas deal with groups and related issues.

Specific topics are group dynamics and teamwork; interpersonal communication in organisations; decision making in organisations; helping, cooperation and conflict in organisations; influence, power and politics in organisations and, finally, leadership. The sixth area comprises an organisational level of analysis and the focus is on the work environment, organisational structure and design, the role of technology in organisations, and organisational change and development. There is also an *applied section*, where students have to describe the organisational climate or an organisational culture. Besides theoretical information, students therefore also have the opportunity to apply newly acquired knowledge in a practical situation. *New challenges* in the workplace discussed in this section include the accommodation of diversity in organisations, dealing with multinationals, the focus on core competency, downsizing, outsourcing, etc.

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