Social Perception

- The study of how we form impressions of and make inferences about other people
- Impression formation is a process of organizing diverse information into a unified impression of other person
- Information about other people comes from various sources: e.g. reading, third party, witness from afar, interact directly

Social Cognition

The way in which we interpret, analyze, remember and use information about social world to make judgments and decisions
The Goals Of Social Cognition

- People want to find the right answer to some problems or question.
  - e.g. what the best thing to do
- To confirm the desired answer to a problem
  - e.g. they are not responsible for some particular disaster
- To reach a pretty good answer or decision quickly
  - e.g. choose the best book

Attribution

The process by which people use information to make inferences about the causes of behavior or events.

Internal Attribution
An attribution that locates the cause of event to factors internal to the person, such as personality traits, moods, attitudes, abilities, or effort

External Attribution
An attribution that locates the cause of an event to factors external to the person, such as luck, or other people, or the situation

ATTRIBUTES

- Bernard Weiner (1971) proposed a two dimensional theory of attributions for success and failure.
Covariation principle
for something to be the cause of a behavior, it must be present when the behavior occurs and absent when the behavior does not occur.

Distinctiveness information
Information about the extent to which one particular actor behaves in the same way to different stimuli.

Consensus information
Information about the extent to which other people behave the same way toward the same stimulus as the actor does.

Consistency Information
Information about the extent to which the behavior between one actor and one stimulus is the same across time and circumstances.

Kelley’s attribution cube, in which attributions are based on three dimensions (hence the term cube): consensus, consistency and distinctiveness.

<table>
<thead>
<tr>
<th>Consensus</th>
<th>Consistency</th>
<th>Distinctiveness</th>
<th>Attribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>High</td>
<td>External (Fido is a vicious dog)</td>
</tr>
<tr>
<td>(Everyone kicks Fido)</td>
<td>(Joe always kicks Fido)</td>
<td>(Joe doesn't kick any other dogs, only Fido)</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>High</td>
<td>Low</td>
<td>Internal (Joe is a vicious person who kicks dogs)</td>
</tr>
<tr>
<td>(Only Joe kicks Fido)</td>
<td>(Joe always kicks Fido)</td>
<td>(Joe kicks all dogs)</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
<td>High</td>
<td>Ambiguous (Not sure whether it is something about Joe or something about Fido)</td>
</tr>
<tr>
<td>(Only Joe kicks Fido)</td>
<td>(Joe sometimes kicks Fido)</td>
<td>(Joe doesn't kick any other dogs, only Fido)</td>
<td></td>
</tr>
</tbody>
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Biases In The Attribution Process

- Fundamental attribution error
  - The tendency to overestimate the extent to which people’s behavior is due to internal, dispositional factors and to underestimate the role of situational factors.

- Self-serving bias
  - Tendency to attribute success to internal causes but failures to external causes.
  - Tendency to interpret own behavior and its causes in positive terms.
  - Why?
Actor-Observer Difference

- Differences in the attribution perspective of the actor and the observer --- error in assigning causes of behavior.
- The tendency to see other people’s behavior as dispositional but focusing more on the role of situational factors when explaining one’s own behavior.
- Why do these differences occur?

Communication

- Our perception and attribution affect the way we communicate.
- That communication consists of transmitting information from one person to another.
- There are three major parts in human face to face communication which are body language, voice tonality, and words.
- According to the research:
  - 55% of impact is determined by body language: postures, gestures, and eye contact,
  - 38% by the tone of voice, and
  - 7% by the content or the words
VERBAL COMMUNICATION

A dialogue is a reciprocal conversation between two or more entities.

Nonverbal Communication

- The way in which people communicate intentionally or unintentionally, without words
- Nonverbal cues include facial expression, tone of voice, gesture, body position and movement, the use of touch and gaze

- The primary use of nonverbal behavior
  - Expressing emotion (I'm angry - eyes narrow, eyebrows lower, stare intently)
  - Conveying attitudes (I like you - smiles, extended eye contact)
  - Communicating one's personality (I'm going - broad gesture, an energetic tone of voice)
  - Facilitating verbal communication (lower voice and look away as you finish your sentence)
Autonomy

In Greek, the word *nomos* meaning “law”, i.e., one who gives oneself his/her own—law is the right to self-government.

- Self-government with respect to local or internal affairs: granted autonomy to a national minority
- Autonomy is a concept found in moral, political and bioethical philosophy
- A person who is independence is said to have the quality of being autonomous
- An autonomous person is also said to have self-determination or the right of the self-government

Autonomy refers to the capacity of a rational individual to make an informed, uncoerced decision

- Autonomy means that each person should be given the respect, time and opportunity necessary to make his or her own decision
- The word autonomy has several usages in philosophical contexts
• In ethics, autonomy refers to a person’s capacity for self-determination in the context of moral choices
  - Kant argued that autonomy is demonstrated by a person who decides on a course of action out of respect for moral duty
  - That is, an autonomous person acts morally solely for the sake of doing “good”, independently of other incentives
  - In metaphysical philosophy, the concept of autonomy is referenced in discussions about free will, fatalism, determinism and agency

Restrictions on autonomy
• Autonomy can be, and usually is to one extent or another, waived to another authority, such as by agreeing to follow governing laws
• The action available to an autonomous unit can be restricted by a more powerful authority, such as when a cattlemen sets a fence around his herd, or court sentences a criminal to prison
• The decisions of an autonomous unit can be coerced, and its action forced
• Autonomy can be restricted through the aspect of the ability to act, as in the case of a newborn or through the aspect of the ability to decide as in the case of person in a coma

What is the principle of autonomy?
• The principle of autonomy has come to occupy a preeminent position in healthcare in only the last two generations.
• This principle may be formulated in the following way:
  - A person should be free to perform whatever action he/she wishes, regardless of risks or foolishness as perceived by others, provided it does not impinge on the autonomy of others
  - This principle gives ultimate control (self-governance) for a moral action to the agent who is making the decision to perform the action
How does the principle of autonomy relate the notion of patient dignity?

- Autonomy is a principle of moral empowerment and places the responsibility for the consequences of an action on moral agents themselves.
- Someone acting on the principle of autonomy cannot legitimately blame another for adverse consequences.
- Taking responsibility for one’s actions is a central feature of personal dignity.
- The perceptions of others are not sufficient warrant to stop an autonomous action.

ISSUES OF AUTONOMY

SOCIAL EVOLUTION QUESTION

Can social psychology help humanity to understand and adjust to the current human and environmental challenges?

WHAT IS TEMPERAMENT?

- TEMPERAMANT is the patterns of arousal and emotionality that are consistent and enduring characteristics of an individual.
- Individual differences in human motivation and emotion that appear early in life, usually thought to be biological in origin.
- Temperament is sometimes considered the biological or physiological component of personality, which refers to the sum total of the physical, emotional, mental, spiritual, and social dimensions of an individual.
• Temperament refers to how children behave
• Temperamental differences among infants appear from the time of birth
• Temperament shows stability from infancy through adolescence

GENETICS AND ENVIRONMENT IN TEMPERAMENT

| Genetic Influences                  | • Responsible for about half of individual differences  
|                                    | • Ethnicity, gender                                      |
| Environmental Influences           | • Cultural caregiving                                    |
|                                    | • Boys & girls treated differently                       |
|                                    | • Parents emphasize sibling differences                  |
| Goodness of Fit                    | • Combines genetic and environments                      |

Thomas and Chess found that children could be rated on each of nine dimensions even in infancy:

• **Activity level:** The child's general level of energy and movement—whether he or she is quiet, always "on the go," or somewhere in-between.

• **Rhythmicity:** The child's regular biological patterns of appetite and sleep—whether the child gets hungry or tired at predictable times.
• Approach/withdrawal: The child’s usual response to new people or situations—whether the child is eager for new experiences or shy and hesitant.

• Adaptability: The child’s ability and pace in adjusting to changes in schedules or transitions from one activity to another.

• Threshold of responsivenes: The child’s level of sensitivity to such physical stimuli as sounds, smells, and lights. For example, some children are easily startled by sudden noises while others are less sensitive to them. Some children are pickier about food than others.

• Intensity: The child’s responses to people or events. Some children react strongly and loudly to even minor events while others are less demonstrative or openly emotional.

• Quality of mood: The child’s overall worldview, whether positive or negative. Some children tend to focus on the negative aspects of a situation while others are more positive or hopeful. Some children tend to approach life in a serious or analytical fashion while others respond to their immediate impressions of situations.

• Distractibility: The child’s ability to pay attention to tasks or instructions even when the child is not particularly interested in them. Some children have shorter attention spans than others.

• Persistence: The child’s ability to continue with an activity in the face of obstacles or problems. Some children are more easily discouraged by difficulties than others.

THREE TEMPERAMENT PATTERNS

Easy children
About 40 percent of the NLSS sample displayed a temperamental profile marked by regularity, ease of approach to new stimuli, adaptability to change, mild to moderate mood intensity, and a generally positive mood. This profile characterizes what Thomas and Chess call the easy child.

Slow-to-warm up children
Children who were slow to warm up comprised the third temperamental group, about 15 percent of Thomas and Chess’s sample. These children tended to withdraw from new stimuli and had difficulty adapting to change, but their reactions were of mild intensity and gradually became either neutral or positive with repeated exposures to the new event or person.

Difficult children
About 10 percent of children showed a very different profile and were called difficult children. They had irregular patterns of eating and sleeping, withdrew from new stimuli, did not adapt easily to change, and reacted intensely to changes. Their overall mood was often negative.
PERSONALITY

DEFINITION OF PERSONALITY

- Patterns of behavior, thoughts and emotions unique to an individual and the way they interact to help or hinder the adjustment of a person to other people and situation

- Personality refers to
  - Your likes
  - Your dislikes
  - Your fears and virtues
  - Your strengths and weakness

DEFINITION OF PERSONALITY

- Personality usually refers to the distinctive patterns of behavior (including thoughts & emotions) that characterize each individual’s adaptation to the situations of his or her life (Mischel, 1976)

- PERSONALITY is a dynamic organization, inside the person of psychophysical systems that create a person’s characteristics pattern of behavior, thoughts and feelings (Carver & Scheier, 2000)
Carver & Scheier’s Definition on Personality

- **Dynamic Organization**
  - Suggest on going readjustment, adaptations to experience, continual upgrading and maintaining of self
  - Personality doesn’t just lie there – but has process and it’s organized

- **Inside the person**
  - Suggest internal storage of patterns, supporting the notion that personality influences behaviors, etc.

- **Psychophysical**
  - The physical is “who we are”

**Characteristics Patterns**
- Implies that consistency/continuity which are unique to each individual

**Behavior, Thoughts & Feeling**
- Indicate that personality includes a wide range of psychological experience/manifestation, i.e., personality is displayed MANY ways