

SENSURVEILEDNING

Emnekode og navn: PSY2014/PSYK4314 – Social Psychology 2	Semester / År / Eksamenstype: Autumn/2022/Written examination, 4 hours
Instructions to students:	
<p>Choose 1 of the (2 presented) assignments. The assignment can be responded to in English or a Scandinavian language.</p> <p>It is expected that you respond to the chosen assignment by using several theoretical perspectives and reflect and relate the material to the presented assignment.</p> <p>Copy and paste from any source is not allowed, this includes own or others' preparation materials.</p> <p>Present names of central theories and/or authors, as well as relevant publication year in the text, but do <u>not</u> include a reference list.</p>	
Assignments:	
Assignment 1.	
<p>At the university you notice a poster stating: "As members of the University community, we have a common responsibility to do our part to reduce excessive photocopies and printouts." Discuss social psychological theory which may explain intentions and behaviour of reduced photocopying among university employees.</p>	
Assignment 2.	
<p>Discuss the role of leadership in group performance and behavior.</p>	
Relevant course literature:	
<p>Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50, 179 – 211.</p> <p>Bouman, T., van der Werff, E., Perlaviciute, G., & Steg, L. (2021). Environmental values and identities at the personal and group level. <i>Current Opinion in Behavioral Sciences</i>, 42, 47 – 53.</p> <p>Bouman, T., Steg, L., & Dietz, T. (2021). Insights from early COVID-19 responses about promoting sustainable action. <i>Nature Sustainability</i>, 4, 194 – 200. Bouman, T., & Steg, L. (2019). Motivating society-wide pro-environmental change. <i>One Earth</i>, 1, 27 – 30.</p> <p>Böhm, G., & Tanner, C. (2013). Environmental risk perception. In L. Steg, A. E. van den Berg, & J. I. M. de Groot (Eds.), <i>Environmental psychology: An introduction</i> (pp. 15–25). BPS Blackwell.</p> <p>Hackman, J.R, & Katz, N. (2010). Group behavior and performance. In Susan T. Fiske, Daniel T. Gilbert, & Gardner Lindzey (Eds.), <i>The Handbook of Social Psychology</i> (5th edition, Vol. 2, pp. 1208- 1251). Hoboken, N.J.: Wiley.</p> <p>Stern, P. C., Abel, T., Guagnano, G. A., & Kalof, L. (1999). A value-belief-norm theory of support for social movements: The case of environmentalism. <i>Research in Human Ecology</i>, 6, 81– 97.</p>	

Guidelines for censorship:

Guidance to Assignment 1

Assignment 1.

At the university you notice a poster stating: "As members of the University community, we have a common responsibility to do our part to reduce excessive photocopies and printouts." Discuss social psychological theory which may explain intentions and behaviour of reduced photocopying among university employees. Discuss the strengths and limitations of the suggested theoretical approaches.

General background for the evaluator:

The censorship guidance provides some examples of what could be relevant to include in the response to the two assignment(s). It is not possible for the students to cover all aspects and perspectives in the exam. However, as stated in the assignment text, it is expected that the students use several (i.e., two or more) theoretical perspectives in their response. Thus, it is not sufficient to discuss one theoretical perspective in detail. The students should show ability to use theories from (especially) the mandatory literature when responding to the assignment. The relevance of the theories for the assignment should be clear in students' reasoning and argumentation.

During this school exam students did not have access to own notes or course literature. It is imperative that censors accounts for this in the evaluation.

It is also pointed out that the students who attend this course have quite varied backgrounds and experience/knowledge-base in psychology. The majority of PSYK/PSYPRO students are in their 4th year of psychology studies, whereas the majority of Bsc/BA-students are in their second year ("breddeåret"). Moreover, some of the students have a foundation course containing 7.5 stp in social psychology, whereas others have a combined personality/social psychology foundation course where the social psychological component is somewhat less emphasized (about 3.7 stp).

Regarding the first assignment, the course literature offers a broad array of perspectives that the students may use when discussing predictors of pro-environmental intentions and behaviours. These cover central attitude theories taught in the course, such as the theory of planned behaviour and the value-belief-norm theory. The theory of planned behaviour (outlined in Figure 1) includes five core psychological constructs. These are briefly; Attitudes towards the behaviour (the extent to which an individual has a favourable or unfavourable evaluation of the behaviour or object in question, in relation to environmental cognition this may be perceived positive or negative consequences of environmental actions), Subjective norm (perceived social pressure or appraisal of conducting pro-environmental behaviour), perceived behavioural control (the perceived ease or difficulty of performing the behaviour, e.g. access to pro-environmental transport, access to recycling gear etc.). The students should further point to that these factors are assumed to be positively associated with behavioural intention (the motivational component of the TPB), with perceived behavioural control having both a direct relation to behaviour and a mediated association through behavioural intention. The components are shown in Figure 1 for illustrative purposes and the students are not necessarily expected to outline the full diagram in their responses, but central definitions and how the factors could be expected to be related to the core behaviour (environmental behaviour) is expected.

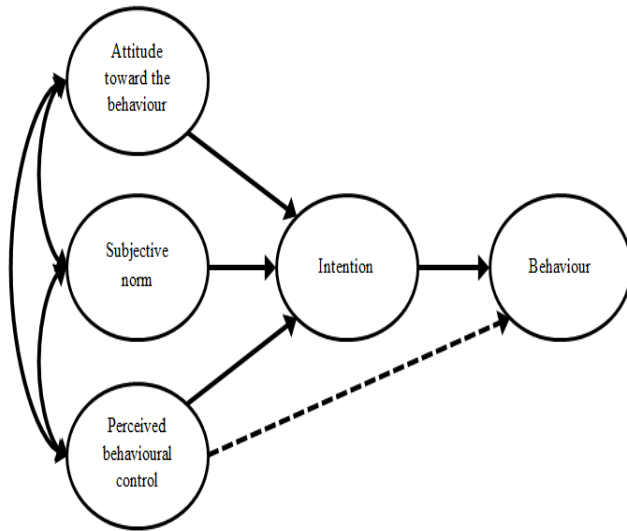


Figure 1. Theory of Planned Behaviour (Ajzen, 1991)

Other parts of the course literature that is highly relevant for the assignment is the value-belief-norm theory (see outline below Figure 2). This is a synthesis theory covering values, cognitive evaluations and beliefs/attitudes and a norm activation process (adopted from the Norm Activation theory). Values are at the core of the causal chain and is expected to facilitate (biospheric and altruistic values) or inhibit (egoistic values) an ecological worldview operationalized by the NEP-scale. The NEP-scale in turn facilitates a norm activation process where progress in the model depends on the outcome in each preceding step. First the individual has to recognize that the environmental behaviour in question has consequences for values objects (i.e. awareness of consequences of e.g. car pollution on the environment), this activates the next step where the individual perceives an ability to reduce treat. This component usually entails a sense of personal individual responsibility for the environmental action. In the final step of the norm activation process personal norms (sense of obligation to take action) is activated, which in turn may predict a series of environmental behavioural outcomes.

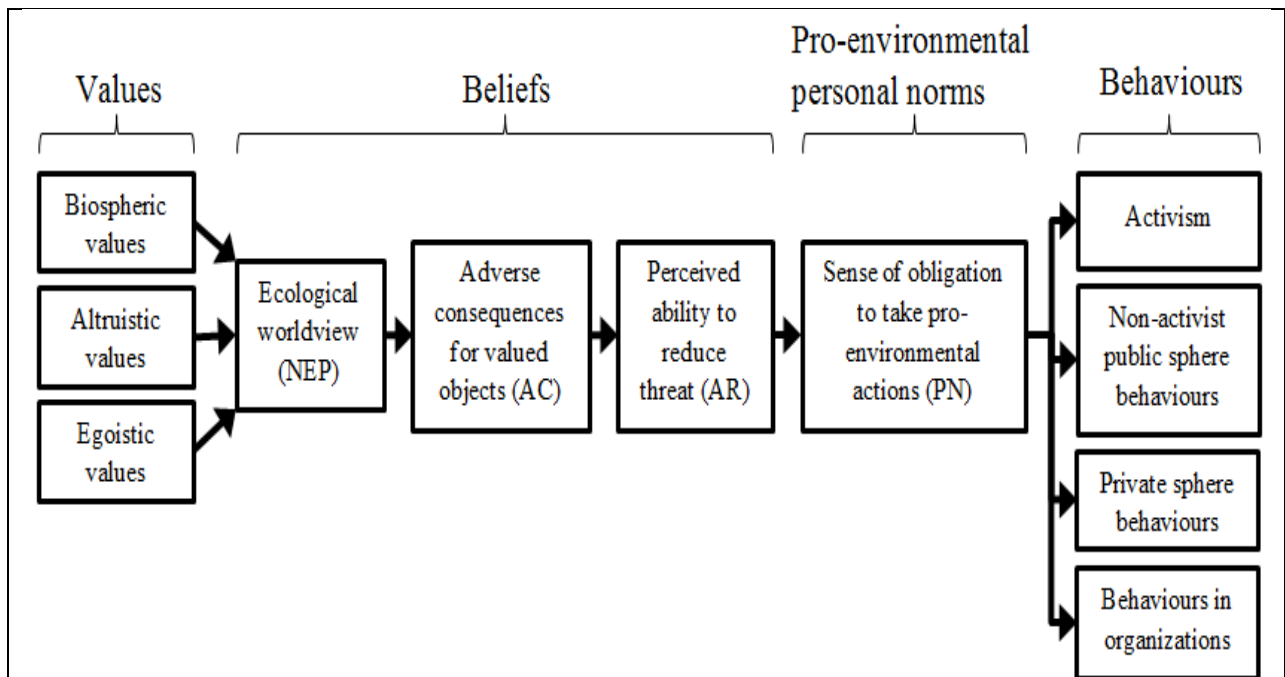


Figure 2. Value-Belief-Norm theory

In addition to the core theoretical models outlined above, it may also be relevant to discuss risk theory and risk perception in relation to the assignment. Strong (A, B) responses may demonstrate capability to link risk theory to the social cognition perspectives outlined above, for instance by discussing the link between risk perception and values. Another interesting approach could be to discuss risk perception and environmental behaviour in a wider health-relevant scope, as operationalized in e.g. the Health-Belief Model or other theories with a focus on the risk perception construct.

Guidance to Assignment 2

Assignment 2.

Discuss the role of leadership in group performance and behavior.

General background for the evaluator:

The expected answer for an A would include or address the following central themes. Marks B-E would include the aspects and themes to various qualified degrees. The student fails (F) if/when none of the aspects of leadership in Hackman and Katz (2010) are used in the response, and/or if the response clearly has no social psychological substance and is based on “popular opinion/guesswork” without reference to psychological theory and empirical studies. There are several potential ways of structuring a response to this question. A strong A-type response should acknowledge that there are no specific personality traits or leadership styles that facilitate or inhibit group performance. The research front is more pre-occupied with revealing which leader behaviors that work best under specific circumstances (contingency models). An A-response should also acknowledge the bi-directional causal nature of leadership influence. For instance, leaders do not solely influence groups, but certain groups tend to attract specific leadership styles. Co-operative and competent groups often attract more independency and considerate leadership, whereas more hostile and incompetent groups tend to attract more directive leadership styles. Research has further illuminated that how a leader designs and composes a group explains about four times the variance in group performance than hands on leadership. Groups that are well-composed are also much less influenced by poor leadership than poorly composed groups.

A strong A/B response could also dwell into that leadership may emerge without individuals holding formal roles as leaders. Emerging leadership is common in self-managing groups. Research has demonstrated that the extroversion and consciousness traits and strong cognitive abilities are associated with taking emerging leadership within self-managing groups. These leaders may help such groups to set realistic goals, improve the management of group identity and better regulation of emotional processes/conflicts that arise. Hackman and Katz (2010) also points to the importance of temporality in group leadership. Four stages of leadership have been identified as particularly efficient in facilitating performance. (1) Before the group is established (allocation of resources and group structuring), (2) When the group initiates its work (foster collaboration, motivation etc.), (3) At the midpoint of the task cycle (leader may help members reflect upon the performance strategy), (4) End of task cycle (facilitate learning from experience). The students may also discuss potential risks (e.g. struggle for power and dominance) and benefits (e.g. more resources allocated to leadership) from shared leadership/groups with more than one leader.

Karakterbeskrivelse:

<https://innsida.ntnu.no/wiki/-/wiki/Norsk/Karakterskalaen>

Faglærer / oppgavegiver:

Navn: Trond Nordfjærn

Sted / dato: Trondheim, 10.10.2022