

SENSURVEILEDNING

Emnekode og navn: PSY2014/PSYPRO4314 – Sosialpsykologi II	Semester / År / Eksamenstype: Vår 2023/Digital skoleeksamen, 4 timer
<p style="text-align: center;">Oppgave:</p> <p>Del A. Del A består av 3 kortsvarsspørsmål. Svar på alle 3 spørsmålene. Hver oppgave har en ordgrense på ca. 400 ord. Del A teller 60% av eksamenskarakteren.</p> <p>Del B. Del B består av 1 langvarsspørsmål. Spørsmålet må besvares i essayformat. Ingen ordgrense. Del B teller 40% av eksamenskarakteren.</p> <p>Eksamen vektlegges 60/40, men en helhetsvurdering skal benyttes. Kandidaten stryker ikke nødvendigvis dersom en oppgave er ubesvart.</p> <p><i>Språk: Du kan besvare eksamen på engelsk og på et hvilket som helst skandinavisk språk. Hvis du har problemer med å oversette et konsept, f.eks. et navn på en modell eller en teori, kan du bruke det engelske begrepet. Dersom du bruker en norsk oversettelse er det viktig at du skriver det engelske begrepet i parentes bak første gangen du benytter den norske oversettelsen.</i></p> <p>Del A: Hva er holdninger? Gjør rede for Theory of Planned Behaviour og dens komponenter.</p> <p>Gjør rede for minst 3 sosialpsykologiske faktorer som kan fremme eller hemme en gruppes prestasjoner.</p> <p>Hva er Error Management Theory og hvordan kan den anvendes for å forklare kjønnsforskjeller i romantisk og seksuell tilnærming?</p> <p>Del B: Gjør rede for ulike måter å studere sosial ekskludering. Diskuter mulige utfall av å bli ekskludert med hensyn til (1) hvilke grunnleggende behov som blir truet, (2) deltagerens karakteristikk, (3) bruk av paradigme, og (4) temporalitet i responser (umiddelbar vs. langsiktig).</p>	
<p style="text-align: center;">Relevant pensumlitteratur:</p> <p>Oppg. 1:</p> <p>Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50, 179 – 211.</p> <p>Oppg. 2:</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>Oppg. 3:</p> <p>Haselton, M. G., & Nettle, D. (2006). The paranoid optimist: An integrative evolutionary model of cognitive biases. <i>Personality and Social Psychology Review</i>, 10, 47-66.</p>	

Oppg. 4:

Holt-Lunstad, J., Smith, T. B., & Layton, J. B. (2010). Social relationships and mortality risk: A metaanalytic review. *PLoS Medicine*, 7(7), 1-20.

Ruggieri, S., Bendixen, M., Gabriel, U., & Alsaker, F. (2013). Do victimization experiences accentuate reactions to ostracism? An experiment using cyberball. *International Journal of Developmental Sciences*, 7(1), 25-32. doi:10.3233/DEV-1312114.

Williams K. D. (2007). Ostracism. *Annual review of psychology*, 58, 425–452.
<https://doi.org/10.1146/annurev.psych.58.110405.085641>

Eksamenskrav:

What are attitudes? Briefly describe the Theory of Planned Behaviour and its components (as presented by Ajzen, 1991).

Candidates are expected to define attitudes as an evaluation of an object that consists of an Affective component, a Behavioural component, and a Cognitive component of an object. Attitudes are a central component in the Theory of Planned Behaviour, together with Subjective Norms and Perceived Behavioural Control. Intention and Behaviour are also central components. It is expected that the candidate gives a rather thorough explanation of each of these 5 components, and a good A-grade answer should provide relevant examples for each component.

In relation to the TPB, **Attitudes** can also be defined as the extent to which an individual has a favourable or unfavourable evaluation of the behaviour or object in question.

Subjective Norms can be defined as perceived social pressure or appraisal of behavioural conduct among significant others.

Perceived Behavioural Control can be defined as the perceived ease or difficulty (barriers) of performing the behaviour.

Intention can be defined as motivational factors that influence a behavior; indications of how hard people are willing to try and how much of an effort they are planning to exert in order to perform the behavior.

Behaviour can be defined as the performance of the behaviour itself.

Briefly describe at least 3 social psychological factors that may enhance or decrease a group's performance.

The candidates are expected to firstly define what a group is, and then describe various types of group performance such as social loafing (the tendency to expend less effort when working in a large group than as an individual) and social facilitation (the tendency to perform better when being in presence of others, regardless of real presence or perceived presence). Some students may also mention groupthink, and should be rewarded for this.

In terms of various social psychological factors, factors of interest are 1) group member status, 2) group size, 3) membership diversity, 4) membership stability, and 5) leadership style. A more thorough description of each point can be found in the next paragraph. It is not expected that students cover all of these, but students need to cover at least 3 to get full points.

- 1) Group member status may influence group performance as high status members, i.e. members that are regarded as more competent, assertive and dominant, tend to participate more often in group work, as well as often having more freedom to deviate from norms and think more creatively
- 2) Group size may influence group performance as smaller groups tend to be faster at completing tasks, while larger groups tend to be consistently better at problem solving. This point can also be merged together with membership diversity.
- 3) As mentioned in the previous point, larger groups with a more diverse membership may be better at problem solving due to the diversity of member backgrounds and knowledge bases. However, the research is not unequivocal on this point.
- 4) Stable groups may have better performance and better group dynamics than shifting groups, which opposes the common belief that members become conservative, comfortable and too relaxed over time. However, there might be some exceptions to this, depending on the type of work, such as jobs where work becomes habitual and routine and groups may fare worse over time.
- 5) Leadership may play a part, as cooperative and competent groups may be better managed by considerate and independent leadership styles, and hostile and incompetent groups may be better managed by directive leadership styles. If the student can mention that certain group compositions may rather *attract* certain leadership styles, this is to be considered rewarded.

What is the Error Management Theory and how can it be used to explain gender differences in romantic and sexual approaches?

Candidates are expected to firstly define error management theory. EMT proposes that the direction of a bias in social judgment is tied to how costly different kinds of errors are. When the costs of false negatives are greater, error management theory predicts a bias toward false positives, when the costs of false positives are greater, error management theory predicts a bias toward false negatives.

In the context of gender differences in romantic and sexual approach, one example of a false positive bias is in men's estimations of women's sexual interest. EMT predicts that natural selection designed a bias in men toward slightly overestimating a woman's sexual interest to reduce the likelihood of a missed sexual opportunity; this has lead men to overperceive women's sexual interest. The same prediction does not apply to women's perceptions because women need to invest very heavily in each offspring and because reproductive opportunities tend to be easier for women to acquire.

An example of a false negative bias is in women's judgments of men's interest in commitment during courtship. Women must invest heavily in each offspring produced, and therefore they tend to be very careful in choosing mates and in consenting to sex. One feature women prefer in mates is investment: a man's ability and willingness to invest time and resources in caring for a woman and her offspring. However, women must predict a man's tendency to invest from his behaviors, and therefore their judgments will be susceptible to some degree of error. Here again, there is an asymmetry in the costs of the errors in the judgment task. Judging that a man will commit and invest when he actually will not (a false positive error) could result in the woman consenting to sex and being subsequently abandoned. Error management theory therefore predicts that women will tend to be skeptical of men's commitment, especially during the early phases of courtship.

Describe briefly various ways to study social exclusion. Discuss possible outcomes of being excluded with regard to (1) what fundamental needs that are threatened, (2) characteristics of the participant, (3) use of paradigm, and (4) temporality in responses (immediate vs. long-term).

Students are expected to provide a brief description of the content of ostracism/social exclusion (Being ignored, excluded, and/or rejected). Social exclusion represents a threat to the individual, and reflexive (automatic) detection of signals of being socially excluded and reactions in the form of pain and distress is considered adaptive (i.e., it's assumed that this has increased an individual's likelihood of survival in humans and other social animals). Reactions to social exclusion has been studied using different experimental paradigms:

1. "Ball tossing" (Williams, 1997) and "Cyberball" (Williams et al., 2000)
2. "Future alone" (Baumeister et al., 2002)
3. "Unpopular peers" (Twenge et al., 2001) and "Get acquainted" (Nezlek et al., 1997)
4. other less frequently used (imagining rejection situations, scenarios, chat rooms, Face-to-Face conversations, role play, virtual realities, gaming, etc.)

Outcomes/consequences of social exclusion can be sorted into (1) immediate (reflexive), (2) reflective and (3) long-term (the latter in case of chronic ostracism). Brief ostracism episodes in the ball tossing/cyberball experiments are found to result in increased blood pressure and activation of the dACC-region of the brain (associated with activation following physical pain, Eisenberger et al., 2003). Further, these studies have measured self-reported mood changes (before and after inclusion/exclusion) and threats of four fundamental needs such as belongingness, self-esteem, feelings of control, and meaningful existence following exclusion. Effects of being ostracized are generally strong for need threats and moderate for mood (some studies report feelings of "numbness" rather than lowered mood).

In "future (life) alone" experiments students get feedback on a personality test which is correct regarding introversion/extraversion, but bogus feedback regarding possible life outcomes. In the unpopular peer experiments students also get bogus feedback following an initial group discussion. In both these paradigms, the participants self-report and are being observed following the appraisal. Some studies measure prosocial/helping behavior, others aggressive behavior (e.g., giving painful shocks or negative evaluations of an academic text in an unrelated task). In the unpopular peer and ball tossing experiments, students are sometimes given the opportunity to join the same discussion group or to choose another.

Behavioral consequences appear to be split into two general categories: attempts to fortify relational needs (belonging, self-esteem, shared understanding, and trust), which lead generally to prosocial thoughts and behaviors, or attempts to fortify needs of control and recognition that may be dealt with most efficiently through antisocial thoughts and behaviors. Different paradigms appear to threaten different needs and therefore produce partly different reactions (fight, flight, freeze). A good response will discuss these effects at some length.

Regarding characteristic of participants:

Sex differences are found particularly in the reflective stage of ball-tossing (girls are more willing to tend-and-befriend than boys according to Williams & Sommer, 1997). But in most experimental paradigms there are few, if any sex differences. Fight responses more likely for persons high on rejection sensitivity (Downey et al., 2004). Socially anxious people take longer to recover after cyber ostracism (Zadro et al., 2006). It is also found that in close relationships, low self-esteem partners who experience ostracism increase their non-benign attributions of partner which again leads to keeping more distance (Murray et al., 2002), and reciprocate with silent treatment (Sommer et al., 2001).

The accentuation study by Ruggieri et al.(2013) of Swizz secondary school students looked at the effect of being experimentally excluded in a ball-tossing game. Two groups of students were compared: (1) those with a prior history of bullying and (2) students not involved in any bullying.

Results showed that students' reflexive reports of loss of meaningful existence was stronger for the bullied students following social exclusion. None of the other needs (belongingness, control or self-esteem) were more threatened for this group.

Students who took part in the above experiments were thoroughly debriefed.

Possible long-term consequences of chronic real life social exclusion, such as lack of social relationships/contacts and social integration has been studied in a large scale longitudinal meta-analytic study of British patients by Holt-Lundstad et al. (2010). In this study, more than 300 000 patients across 148 studies were followed after being treated in hospital for cancer, cardiovascular diseases, and more.

According to the authors, social relationships provide: (1) A buffer against stress. Resources that promote adaptive behavioral or neuroendocrine responses to acute or chronic stressors (e.g., illness, life events, life transitions). The term "social support" refers to real or perceived availability of social resources, and (2) Direct encouragement or indirect modeling of health behaviors. Being part of a social network -> conformity to social norms relevant to health and self-care, as well as meaningful roles and self-esteem.

Measures of social relationships were: (1) Functional (e.g., self-reported emotional, informational support, perceptions of availability of support, feelings of isolation), (2) Structural (e.g., marital status, living alone, network density and size, number of social contacts, social integration), or (3) Combined (multifaceted measurements).

During the follow up period (3 months – 58 years), the likelihood of death increased significantly for those patients who lacked functional and/or structural social support. For complex measures, of lack of social relationships effect was comparable to that of daily smoking, and greater than the effect of lack of physical activity and being obese.

On possible mechanisms: A number of studies indicate that social support is linked to better immune functioning and to immune-mediated inflammatory processes.

Karakterbeskrivelse:

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

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Sted / dato: 18.04.23