

- Our class ratings based on the Sabrina Harmon Abu Grabe example, suggest that we don't follow the Jones & Davis model very well. Given her limited ability avoid participating in the torture activities, competing potential motives for her behavior, and the social desirability of her behavior within the context of the prison, we should conclude that her behavior does not reflect her intentions and we should have little confidence in our judgements.

III. Attributional Biases

A) Bias? What Bias?

- The preceding models and processes are examples of how we should and sometimes do make attributional decisions.
- They paint a picture of a Rational, Thorough, Scientific reasoning.
- We don't always do this

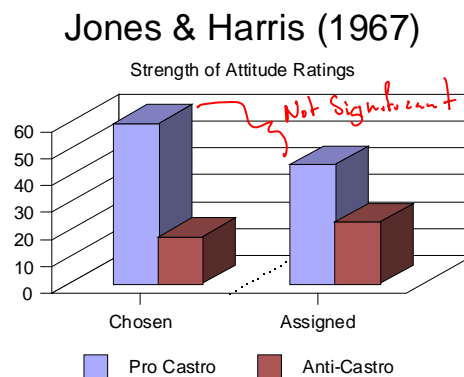
- We don't always do this, especially when:
 - 1) We have a limited amount of information
 - 2) We have a limited amount of time
 - 3) We have a limited amount of energy
 - 4) Our personal interests interfere with being rational.

B) The Correspondent Bias / Fundamental Attribution Error

1. The tendency to make internal-dispositional attributions about other people's behavior, even when situational causes are clearly present.
2. Jones & Harris (1967)
 - Participants read Pro-Castro essays that were written by political science students.
 - ½ Ps told that the essay topic was assigned.
 - ½ Ps told that the essay topic was chosen.

Jones & Harris (1967) cont.

- Ps rated how much the speech writer was Pro- and Anti-Castro
- Assigned condition ratings were similar to Chosen condition.
- People failed to use the situational information.



C) The Actor Observer Bias

1) What is it?

A limitation on CB/FAE

- Attributions about self behavior = external attributions
- Attributions about other's behavior = internal-dispositional attributions

C) The Actor Observer Bias

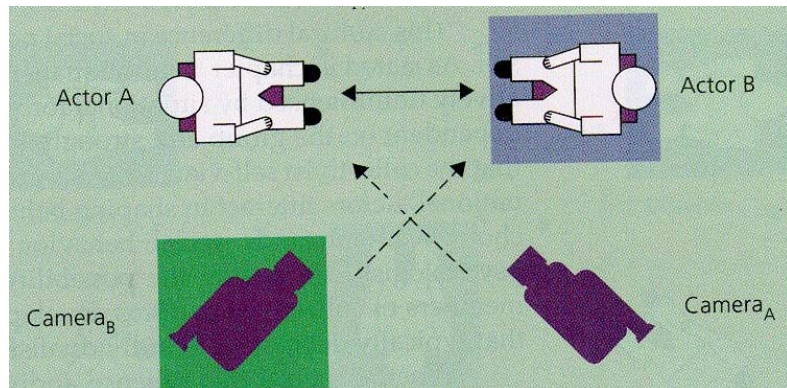
2) Why does it occur

- a. We have lots of information about ourselves.
 - across situations (high distinctiveness)
 - across time (low consistency)
 - “I can think of lots of times when I didn't do X”.
- b. Our own beh. is not the focus of our attention. The situation is.
 - we are freed from perceptual salience effects

b) continued

- Storms (1973)

- 2 participants are assigned to be actors and have a conversation on predetermined topic



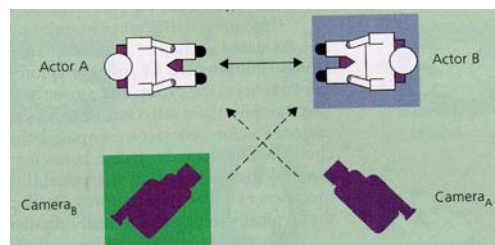
b) continued

Afterward, actors rate the amount of causal influence they each had over the conversation.

-with respect to figure:

Actor A: Actor B more causal than Actor A

Actor B: Actor A more causal than Actor B



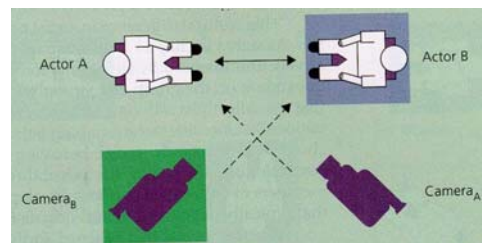
b) continued

Next, actors watched video of the conversation taken from the perspective of the other actor.

This changed the actor's attributions of their own behavior. They became consistent with what an observer would make.

Actor A : Actor A more causal than Actor B

Actor B : Actor B more causal than Actor A



D. The Self Serving Bias

1) What ?

- A limitation on the Actor-Observer Bias.

- Positive Outcome = Internal Attribution

- I got an A because I am smart and studied hard.

- Negative Outcome = External Attribution

- I got an F because the teacher wrote a hard test

If we are Actor

*Observer → + = External Attribution
- = Internal Attribution*

2) Why ?

a) Cognitive Explanation

- Expectancy Confirmation = I expect positive outcomes and assume that my efforts will make them happen.
- Positive outcomes = its the result of my efforts.
- Negative outcomes = something external interfered with my efforts.

2) Why ?

b) Motivational Explanation =

- Self-Esteem Maintenance = I want to protect my view of myself.
- Self-Presentation Concerns = I want to protect the view that others hold of me

E. Cultural Variation

Individualistic Vs. Collectivist Cultures

Individualistic Cultures:

Rugged Individualism (e.g. U.S. , Western Europe). The critical task in life is to become self sufficient and independent of society and family.

Social Skills: Self promotion, being interesting, putting others at ease, having good conversation skills.

Distribution of Rewards for group effort:
Reward are distributed equitably (each according to their inputs).

- Collectivist Cultures:

Group orientation is emphasized. The need of the group come before one's own needs (e.g. Asia, Africa, Central & South America, Pacific Islands). Identity is largely in terms of the group (family, village, organization).

Social Skills: Group loyalty, Cooperation, Contributing to the group w/o expecting rewards, Public modesty about abilities, Deference to Status, Rewarding Deference to Status

Distribution of rewards for group effort: Equality (all get equal share). Group effort is rewarded not individual effort.

Attributional Bias & Individualism

-FAE is commonly demonstrated

-Western tradition = divine free will & Aristotelian Dispositionism. Behavior is viewed as intentional and actor is personally responsible.

-SSB is commonly demonstrated

- Cultural focus: Competition & Individual Achievement = Self-esteem & Public Prestige
Focus on looking good to others and feeling good about yourself.

Attributional Bias & Collectivism

-Lower Levels of FAE

-result of awareness of regular social constraints on behavior, so assumption of dispositionality is not made.

-Reversed Self-Serving bias: Other-Serving Bias: Tend to make internal attributions for failures and external attributions for success.

– Taking individual credit for success would interfere with cooperative orientation