

Human Behaviour
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Lecture - 19
Social Influence and Social Cognition

Hello friends, welcome back to this 19th lecture in the series on Human Behaviour. This lecture will be dedicated to an interesting fact, an interesting variable which influences human behavior. Up till this point of time we have looked at individual factors which affect human behaviour and this lecture is going to follow and specify how people around us affect our behaviour. So, the core of these lectures will be social influence and social cognition; how we think about other people, how other people think about us, what kind of interactions with we have with other people, and how the presence or absence for the people lead us to change your behaviour.

Before we go into the details of the lecture as we have been doing throughout let us take a quick trip down the memory lane and look at what we have done till now in this course on human behavior. We started off by looking at what is human behaviour how do we study it, why do we study it, what is the need for studying human behavior. We looked at the signs of psychology which helps in the study of human behaviour, we looked at the origins or the science of psychology from both philosophy and physiology, we looked at schools of psychology, newer schools of psychology and various view points or perspectives that psychology take to look at individual behaviour.

We looked at several methodologies and techniques for studying human behavior. Then our journey was set into looking at how changes in the external environment is encoded into the psychological realm the behaviour is a result of change in a stimuli. So, we looked at how is this change of stimuli encoded in the psychological realm or is recognized by the name. So, we look at sensory receptors and sensory systems. We looked at the dynamics of the systems, the characteristics of the systems in terms of a sensitivity and sensory coding, we looked at how the human brain separate signal from noises the meaningful from the not so, meaningful and then we took up model system which is the human eye looked at how does the human eye perform all functions that is sensory system should perform.

We look at the process of perception which is assigning meaning to incoming stimulus which is encoded by the sensory system. We looked at the five integrated process of perception which is the idea of attention, localization, the idea of recognition three basic processes and two constant processes or two constant systems, which the brain uses for making meaning which is abstraction and constancy.

Once something is organized and a meaning generated out of it, it has to be included into the already known database and that is the process of learning. So, when next we looked at what is learning. We looked at various forms of learning, classical conditioning, operant conditioning observation learning, habituation, sensitization different forms of learning various parameters characteristics of learning and we saw how new information or new meaning which has been generated from the incoming stimuluses, how they are encoded into the already known representations, already known knowledge.

Now, this knowledge has to be saved somewhere and that is where the idea of memory came in. So, we looked at what is memory the two views of memory. We looked at how the human memory really works in terms of not only encoding, but storing and retrieving this information at later point of time for ease of access, for ease of problem solving. We looked at the idea of long term memory and what kind of informations are stored in long term memory. Once we are done with memory and once we have knowledge and stored somewhere, this knowledge has to be communicated between people and there we started looking at a process of language. Now language and communication has first exchanging ideas between people or expressing our ideas.

So, we looked at a classical language system which is the English language, we looked at its basics characteristics operations and functions. Then we looked at thinking which is the language of the human mind, we looked at how does human thinking really work, we looked at two reasoning processes which is the divergent and versus convergent reasoning inductive and deductive reasoning and how these processes help us in thinking and making decisions. Further on we looked at the process of categorization and concept formation which is used for reasoning and thinking. We push the boundary little further and looked at how our problems actually solved everyday problems actually solved with the use of language and thinking.

Once this was done, we started venturing into other processes or other factors which decide our behaviour in situations. So, we looked at intelligence which is another factor which defines how humans behave in situations. We looked at the theories of intelligence, we looked at how intelligence is measured and we looked at what is the role of intelligence and genetics and environment on human behaviour. Next we focus on something called it emotion.

We looked at what is emotion and how does it affect human behavior, we looked at the various theories of emotion, contrasted these theories and then at the end of the lectures we looked at standard model of emotion which is called the intelligence emotion or emotional intelligence and how the system changes our behaviour or many place our behaviour in various conditions. Also looked at creativity which is a part of this emotion process, and how creativity also helps us in this emotion process.

Last two lectures are dedicated in studying what is personality, which is the stable form of behaving. We looked at definitions of personality and we looked at several theories of personality the idea of Freud who believes that unconscious is the reason for people behaving or having certain kind of personalities. We looked at the humanistic theories which believe that the self or humans own perceptual of subjective evaluations lead to personality little the idea of how learning in conditioning shape personality and other theories of personality; contrasted this theories and later on we looked at methodologies of studying personality. So, we focused on the questionnaire method, focus on the projective method and we focused on the newer methods using biological systems for measuring personality.

So, I said up till now we have looked at various individual factors which shape human behaviour, but there is a number of other factors other people factor I would call which also shape our behaviour. So, how interacting with others shape our behaviour or do other people matter to us? If they do what do the people think about us and how does that matter for us, how does that shape our behaviour? So, we start with a small story famous stories that I told you while ago where I went to this reunion of our school.

Now, I have a friend of mine, we have been doing quite well after at doctoral dissertation we have been placed in good institutions and so, both of us there in this party. And so, in

this party I met another common friend of us. So, we were talking and then things were happening, it was good for me to know so, many people and see so, many other people.

Now since both of us live nearby while returning back from the party I saw this friend of mine actually laughing out very loudly and I ask the reason why are you laughing that much. So, she says to me that do not you remember this and this person the lady you were talking to, I said yes yes I do remember this persons from back from school. So, my friend explains me that I was talking to this other friend of our and I trying telling us how you have been through several places and having several position because joining before joining here have had couple of other positions as well. And she has describing how she had I have had all these experiences across different positions and places around the world. Even finally, we have got the position teaching position that I am presently in.

So, the reason she explain for the laughing was that this common friend of us tells her that, seems to be quite intelligent, but I did not knew that, he could not keep a job he have been moving quite a lot. The meaning of the story is that people perceive informations differently, different people perceived informations differently and so, what we say to them and what they understand and behave that also defines our behaviour.

So, basically they laugh then this friend of mine was actually showing was she is trying to interpret how did this common friend of mine come up with the idea that I could not keep a job whereas, she thought that I was very good and quite an intelligent person and I have been moving around because I did not get a full tenure position anywhere and so, when I gone into a position I settle with it.

So, how this information was interpreted by this common friend it was quite funny. So, basically other people interpret what information we give to them and they behave accordingly. Now the science which looks at how we study others and how others study us is what is called social psychology and this is the basis of social influence and social cognition. So, let us start this whole section on social cognition and a social influence.

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Other people are crucial part of our existence and play a key role in our happiness

Social psychologists have long specialized in the task of studying all aspects of social thought and social behaviour

Social thought – *how and what we think about others*

Social behaviour – *how we interact with other people*

Social influence – *how other change our behaviour*

Attraction and love – *why we like/dislike other people*

So, as I said other people are crucial part of our existence and play a key role in our happiness. It is not that just we alone can live in this world, it's people around us which provides us happiness which provides us some meaning to lives that we live and so, these people are crucial for existence.

Talking to them or living among them provide us the sense of being that we are. And so, every people around us play a larger role in who we are the society as such. Human beings are known to be social animals and so, if we know our people around us, it would be very difficult to live or to live happily because other people or people around us are a support systems. So, social psychologists have a long specialized in the task of studying all aspects of social thought and social behaviour.

So, psychology or social psychologists are those psychologists who study how people react to each other how people influence each other and how social thought develops and how social behaviour develops behaviour like altruism behaviours like empathy behaviours like compliance, behaviours like obedience or how we think about others what others think about us, the notion of love, the notion of interpersonal attraction all these things are social behavior. Social psychology studies any behaviour that we do in relation to anybody outside of us. So, this notion or this idea that people around us are a crucial part of our everyday being is, what is the subject matter for study of social psychologists. So, what we will do in this section is we look at what is social thought,

which is how and what we think of others. So, not only we look at what is social thought is, basically what kind of meanings that you provide to others.

How we think and what we think about others and what kind of factors influence us. We will also see what is social behaviour which is how we interact with other people, when interacting with people what kind of behaviours we show, what these behaviours are dependent on and how this behaviours influence us and others get influence by us is also part of the study. You also look at something called social influence how others change our behaviour. So, it is things like compliance, things like obedience, things like conformity, where other people change our behaviour is also what we need to study and when last if you see something called attraction and love why we like and dislike other people.

So, all in all this section is going to look at social factors look at how behaviours and actions of people around us and our actions in turn influence the whole society or influence behaviours of both us and people around us.

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Social thought – thinking about others

Attribution: Understanding the causes of others behavior

The process through which we attempt to *determine the causes behind others behavior is known as attribution.*

Attribution is *orderly process* where *we examine others behaviors for clues as to the causes* behind what they say and do and then *reach our decisions.*

We generally consider *basic information* like whether others actions *stemmed from internal causes (trait) or from external causes (luck)*

So, social thought thinking about others how do we think about others or what do we think about others. Let us say that you are in a supermarket; you are standing in a line and then you are buying your groceries now suddenly and the line is quite big say five or six people are behind you. Suddenly somebody appears running and cuts the line and comes before you, and gives the products to this cashier for billing what will you think

about this person? Will you think that this person is inconsiderate is stupid, arrogant, that he is cutting the line or this person has some real genuine need and so, he is cutting the line maybe he is missing a bus maybe he is missing a flight or some other reason or just simply that this person has not noticed you at all and so, you maybe make a throat sound like to show your presence.

So, how you behave in this situation, how you perceive others peoples behaviour and behave in the situation is what is social thought; how do you what do you think about others and how you think others. So, one reason or one fact which helps us in understanding other people's behaviour or thinking about others is called attribution, which is understanding the cause behind other people's behaviour. So, what it attribution it is? The reason that we provide to other people's behaviour. So, the process through which we attempt to determine the cause behind others behaviour is known as attribution.

Attribution is the science or the process through which we try and understand the behaviours of others. Let us say somebody is walking on the road and he falls we immediately assign a reason to it on this assigning reason is important because the human brain always wants to assign reason to all events and so, attribution is that science which is used for assigning this kind of reasoning for giving this kind of reasoning for making sense of other people's behaviour.

Now attribution is a orderly process generally assigning, reasoning or giving reasons why people do what they do follows a orderly process. Attribution follows a certain order of events and certain order of facts and through that we come to know about other people's behaviour come to know about why other people did what they did.

So, attribution is a orderly process where, we examine others behaviour for clues as to the causes behind what they say and do and then reach our decisions. So, in attribution what we tend to do, we look at others behaviours and then try and finding clues or evidences which may suggest some kind of reasoning of why a person does what he does. Somebody fell on the road; we look at the behaviour of this person while he is falling and while he gets up and from whatever he says or does after that even before that that will gave us some kind of a meaning of why this person fell what is the reason that this person actually fell.

Now, we generally consider basic information like whether other actions stemmed from internal causes trait or from external causes luck. What we tend to do is in this orderly process what we tend to do is, we look at the basic information we tend to consider basic information of why thus action has happened, why are somebody has fallen and we try to know or try to understand try to give meaning to the fact that whether the fall that this person is received is because he has an internal trait of falling he is an accident prone person wherever he goes he falls he is a stupid person he is not. So, observant person and so, he does not look at all.

So, whether it comes from that or from external causes for example, he fell because of luck. So, focusing our self or considering this basic information for defining other people's behaviour whether the behaviour has occurred due to internal cause or external causes is what is attribution.

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Social thought - thinking about others

We focus on questions about

- Consensus - whether other people behave in the same way as the person we are considering
- Consistency - whether this person behaves in the same manner over time
- Distinctiveness - whether this person behaves in the same way in different situation

So, while doing attribution, while providing reasoning to people's behaviour we generally focus on three things first consensus. The first kind of fact or first kind of factor that we look at while describing other people's behaviour is called consensus and what is consensus? Whether other people behave in similar ways as the person we are considering.

So, if somebody falls on a road, we are looking for this things we would like to look at consensus meaning that if this person has fall, whether other people who have come

through that route or through that point has fallen or not. So, whether other people behave in a similar fashion or fall from that point or fall at that point which we are considering. We look at consistency whether this person behaves in the same manner over time, whether this person keeps on falling whether he is an accident prone person or not. So, finding out the reason whether the falling has happened because of an internal trait, where meaning that this is an accident prone person or the idea that he has fallen because certain luck or certain bad weather has made him fall.

For finding out the cause for that we look at three things, the first is consensus whether other people have fallen in that place or not they behave in a similar manner; second whether this person over a period of time falls or not, and the third is something called distinctiveness which is whether this person behaves in the same way in different situations, whether across situations whether across different if this is a road then it maybe in escalator maybe in a train where this falls person falls or not. And depending on the consensus consistency and distinctiveness we try to predict the behaviour of the person or try to predict whether the behaviour that this person has done comes from his internal causes or external causes.

If the consistency is high and distinctiveness is low, we believe that it is a internal cause, but if consistency is high and distinctiveness is also high we believe that external causes are responsible for the behaviour. So, high consistency in high distinctiveness will lead to an external source of a particular behaviour, but a lowing distinctiveness and a high inconsistency in consciousness will actually say that a person does this behaviour over again and so, it is a internal cause for this behaviour.

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Social thought – thinking about others

Attribution: Some Sources of Bias

The correspondence bias: overestimating the role of dispositional cues – our strong tendency to explain others actions corresponding to or stemming from, dispositional (internal) causes even in the presence of clear situational (external) cues is called the correspondence bias.

Why this bias occurs?

- *others actions reflect their underlying characteristics*
- *we then correct for any possible effect of the external world by taking into account these characteristics*
- *we don't make enough allowance for impact of external factors*

Now, of course, as we give meaning to other people's behaviour or provide reasoning to other people behaviour, we are prone to a number of biases. Any kind of reasoning process any kind of process where we try to assign meaning or give reasoning to peoples act are prone to certain kind of errors.

Because human beings are signal processing machines and signal processing machines are never accurate. So, they are prone to a number of errors and so, what we are going to look now is, into a number of errors attribution errors which can arise. One of the error is something called the correspondence bias. Now the first kind of attribution error or the error in assigning the reason behind why people do what they do is the correspondence bias. What is the corresponding bias? Just look at a situation you are standing or your sitting in your office and suddenly your friend who comes in has he comes in he drops is file and then his slips.

Drops his briefcase, his lens is fall, he is flat on the floor, and while falling he had caught a let us say another folder which is kept on the desk which also falls, a glass which was kept on somewhere else also falls and water spills all over what do you think in situation like this? What would you say has happened? What is the reason that you provide to this kind of an act? Obviously, most people if you are like most people you believe the this person is an accident prone person nothing do with the situation right. You believe that this person is all lazy is all worked up and he is basically an unorderly person, why

cannot it be true that this when this person comes in it was no on his shoes which made him fall.

As he fell he was holding file which was made up of flimsy material, which fell out of his hand and actually he fell. The glass was kept at the edge of the desk and so, while falling down his hand hits the edge and the glass which was; obviously, at the edge falls down with him. So, why could it not be the situational bias and this kind of reasoning that we provide to people's behaviour is what is called the correspondence bias. So, what is correspondence bias then?

Correspondence bias relates to overestimating the role of dispositional cues. When we over estimate disposition or peoples inherent rate to be like something, when we believe that internal causes or peoples internal traits peoples internal characteristics are responsible for the behaviour and when we tend to give this internal trait more value for any kind of behaviour and which other people do. Then we tend to fall into the trap of correspondence bias and what is this?

Now, our strong tendency to explain others action corresponding to or stemming from dispositional or internal causes, even in the presence of clear situational external causes and is called the correspondence bias. So, when it is very clear to us that external causes are present and they can very well explain the behaviour of a person, but then we choose not to look at external situations, we choose to look at internal dispositional factors the fact that this person is very disorderly, this person is very shabby, accident prone and as the reason he falls.

We do not look at the reason that he is coming out from snow and so, he is it is all slippery, the glass was kept at the wrong place the file was all slippery; the folder which was kept on the desk was also at the edge end and near to falling. When we do not consider these reasons and consider the only reason that this person is shabby and he is disorderly and he is not likable and so on and so forth and accident prone and that reason being the reason for his falling, we are prone to be doing something called the correspondence bias. So, when we look at or try to focus more of dispositional factors, internal factors from the behaviour and focus less on the situational factors, we tend to go into something call the correspondence bias.

Now, why does this bias occur; why does this bias happen in the first place? Others actions reflect their underlying characteristics. We start with the idea that when somebody does something it is basically that dispositional trait, it is the underlying characteristics. We believe that whenever somebody does something whenever an action is done by the people it is their trait, it is the inherent position it is what they learn or it is how they actually behave which is the reason for whatever they are doing. Somebody feels something and we witnesses we believe that, the idea that she is prone to stealing he has that dispositional trait of stealing that is why he is stealing we never think about any other reason for that matter.

We then correct for any possible effect for the external world by taking into account these characteristics. So, even if situation or things are there even if we see that this person is hungry; so, example where this small child steals food. Now we can very clearly see that this small child is wearing all shabby clothes is all rugged clothes and is torn is no money he has a hairs which are all over the place. So, unkept hairs long fingernails and it is very clear that this person is a beggar, he does not has food to live he lives on the street.

Now despite the situational causes and will look at this person stealing food from a shop and we undermine the situation causes and believe that this person, this boy was steal in is stealing because he it like stealing is what is the corresponding bias and that is the how we actually look at correspondence bias.

Now, we do not make enough allowance for the impact of external factors. So, given the fact that enough external factors are there and we do not make allowances for this external factors is how we look at or how we produce the correspondence bias.

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Social thought – thinking about others

The self-serving bias – is the tendency to take credit for positive behaviors / outcomes by attributing them to internal causes but to blame negative ones on external causes beyond our control

Why it occurs?

- This bias stems from certain tendencies in the way we process social information. This happens as we expect to succeed and have a tendency to attribute expected outcomes to internal more than external causes.
- Self-serving bias stems from our needs to protect enhance our self-esteem or the related desire to look good to others

Another kind of bias which is prevalent is called the self-serving bias and what is the self-serving bias? Let us start with another story. Let us say your professor asks you to write an exam. So, you wrote an exam and then you expected a C and you got an A what do you think? How would you think? You think that the paper was not easy, but it is your intelligence which has given you A when you expected a C and you got an A it is all you.

But when you expected an A and you get a C it is the situation and so, that kind of bias or that kind of thinking is what is called the self-serving bias. So, what is it? It is the tendency to take credit for positive behaviour or outcomes by attributing them to internal causes, but to blame negative ones on external causes beyond our control. So, in the same example when you get a good mark you expected a C on an exam and suddenly you get an A, you will believe that it is your intelligence inherent intelligence which actually makes you get A. You are better than most people, you studied very hard you spend long hours on studying and that is the reason that you get A and you will never consider the fact that the paper was easy or that by luck, that the professor somehow set very low standards for checking and so, you got an A.

but for the same exam when you expect a B and you get a D it is all about situations; you believe that you are intelligent, but the paper was too hard maybe somebody next to you was disturbing you while writing the exam, maybe the professor has been too strict and

that is why you are got a D you are all good, but its all the situation all situation factors all factors beyond of you which has made you to get a D. As a those kind of thinking where successes lead to internal factors and failures lead to external factors is what is call the self-serving bias. It motivates people in certain way and that is why it is call the self-serving bias it serves you know your inner self it helps your inner self in a certain way and that is why this is call the self-serving bias.

Now, let us look at, why does it occur. Now the bias stems from certain tendencies in the way we process social information. So, this bias comes generally from a tendencies to process different kind of social information, this happens as we expect to succeed and have a tendency to attribute expected outcomes to internal more than external causes. What it says is that when we succeed and when our expectations of success is very high, a tendency to attributing this successes or expected outcomes to our internal trades, to our internal ability, to our internal factors more than external factors is one reason why this bias really happens. Is always believe that when you have and you know that certain expectations are there you appear for an interview and then you believe that the interview will be good.

And it turns out to be good it is always you which has made the interview good. But then when you believe the interview is going to be bad and it actually goes bad you will not hold a self-responsible although you know that or you are predicted the outcome to be bad. You will always blame some other factors may be the environment, may be the question that were asked, maybe the person is asking the question maybe the kind of question that were asked every kind of information any kind of factor other than you that kind of are the reason for this kind of bias. Now self-serving bias it stems from our needs to protect or enhance our self-esteem or related desire to look good in front of others.

So, why does this bias happens? This bias happens or this kind of reasoning and thinking happens because one needs to protect and enhance is self-esteem. Self-esteem is our own value in our own eyes, is the value of our self in our eyes. And so, when we attribute good reasons or when things are not to be good and we give our internal factors to that reason, we start valuing ourselves more and so, one reason why we tend to relate our internal reasons for good outcomes or a good expected outcomes leads us to having high trust in our self and that leading other to a self-esteem, that living to valuing us more.

Another reason is that since we want to look good in front of other people we tend to assign positive outcomes to us and negative outcomes to situations.

Because once we there the positive outcomes is related to us, others will feel good about us, they will think that we are really intelligent people. But if we assign bad outcomes to situations and people will not blame us for any reason they will not listen our self-esteem. They might think or they start thinking that it is the situation which have made the outcome negative outcome and so, this various ways or this idea of boosting a self-esteem or looking good in front of others is one of the possible reasons of the self-serving bias.

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Social thought - thinking about others

Both cognitive and motivational factors may well play a role in this kind of attributional error

Is self serving bias universal tendency occurring in all cultures?

This bias is more common in individualistic societies which emphasizes individual accomplishments than in collectivistic societies which emphasize group outcomes and harmony.

Now, for the self - serving bias both the cognitive and motivational factors may well play a role in this kind of attributional error. Cognitive factors is the kind of thinking that we have and the motivational factor is those factors which make us enhance our self-esteem what motivations we have. Now is self - serving bias a universal tendency occurring in all cultures? The question is whether this self - serving bias is basically a universal tendency which occurs across different cultures, whether all cultures have the self - serving bias? And the answer to that lies in the fact that this bias is more common in individualistic societies which emphasizes individuals accomplishments then in collectivists societies which emphasizes outcomes of the group and the group harmony.

Now cultures which are individualistic like the western cultures the western countries like America, Europe, Latin America, Canada these countries are individualistic. These countries actually focus on the individual here individuals are the core of the society and individual accomplishments, what a person does is more meaningful than what a group does then what is family does. And so, in these cultures where person is held responsible or a person is responsible for his own actions, person accomplishments make who a person is in those cultures it is the self - serving bias which actually helps them have a good self-esteem and look good in front of others.

But in individualistic cultures where anybody success is related to the whole people. Now if you give an exam in United States sat for example, and turn out with flying colours, it is you who has the ability and it is your success. But when in India we pass a JEE or any other competitive exam is a whole family which gets the proud everybody is proud of you, everybody has their own share to it and. So, collectivists cultures actually look at everybody's role in your success and so, in these cultures self - serving bias is a little bit low, but in cultures where your accomplishments, your gains or your achievements are only because of you in those culture self - serving bias has more role to play.

And so, the eastern cultures like Japan, like ancient cultures of India and Srilanka or maybe many other South Asian or Asian countries here where the collectivists country, where the accomplishments and achievements as shared by everyone in the family and near family or friends there this also having biases a little bit low or at the lower side.

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Social Cognition – Processing Social Information

Identifying the *cause behind others behavior* is an important aspect of social thought

Social cognition involves *deciding what information* is most important and so worthy of our attention. We must then be able to store and retrieve this information from long term memory at appropriate times. We must also be able to manipulate this information to make judgments about people and predict their future actions. These tasks help us in making sense of the social world.

Now, social cognition: what is social cognition? How do we process social information how do we process information about others? In social thought we focus on how do we think about others, in social cognition what we will look at is, what kind of information what kind of processing of information do we acquire in processing information about others.

So, let us take a story. A while back there was an interview about this famous film star, porn star which is Sunny Leone and she was telling about her story. Now as listening to this interview and we all have some notions about her and so, I was all about whatever she said it was all falling in line, I believe that she is a pompous lady she is more about fashions about the film world and so on and so forth. So, whatever she was saying was what most filmy people say.

We all have characters yes, we know that what filmy people can go to what kind of level of expression that they have, what kind of thoughts they have and so on and so forth. Until the point there suddenly she said that from the time that she had adopted this children from India and some of the other Asian countries with husband Daniel Weber, she now focus not more on money and fame, but she focus on personal development and that drop my job, how can that be true? This person who is all about money, this person is all about fame, how can she say a statement like that and so, this is where the inconsistency is. Whenever inconsistent information comes about some person about

whom we have a particular kind of a frameset. How do we process that information is what is called social cognition?

So, how we process information about others is what is social cognition. Now identifying the cause behind others behaviour is an important aspect of social thought which is attribution. Social cognition involves deciding what information is the most important and so worthy of our attention. Social information or social cognition looks at how we process several bits of information about other people so that we can start thinking about them so that we can find out the reason behind their behaviours behind this peoples behaviour. Now we must then be able to store and retrieve this information from long term memory.

So, social cognition not only requires you to consider important informations about other people, it also requires that you should be able to store and retrieve this information from long term memory at appropriate times. So, it is not only information about other people relevant information about other people and how we processes is important. What is also important is how this information is stored and where it is stored and when needed at a future point of time how do you retrieve that information.

We must also be able to manipulate this information to make judgements about people and predict their future actions. So, not only should be able to focus on what information to look at to describes peoples actions and causes behind peoples behaviour we should also be able to save it and retrieve it when appropriate time comes.

So, that we can take this information moulded the weight we want and are able to explain the reason behind other peoples information. So, not only looking at information, storing that information, retrieving that information, but also using that information to predict peoples behaviour is what is called social cognition. Now these tasks tells us in making sense of the social world. Why do we do it? Because by doing all these process of looking at important information storing them, retrieving them, using them and making sense of other behaviour actually helps us understanding the social world.

And as I said, why is the understanding of social world important? The understanding of social world is important because people around us have a lot to offer for us, we have a lot to learn from them and we interact with them. So, they are central interactions they are very important in a life.

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Social Cognition – Processing Social Information

Dealing with inconsistent information: Paying attention to what doesn't fit.

We tend to pay much more attention to information that is unexpected or somehow inconsistent with our expectations than to information that is expected or consistent.

The above tendency seems to stem from the fact that we work harder to understand inconsistent information because it is unexpected and surprising. This in turn leads to higher memories for such information which later influences our judgments.

So, dealing with inconsistent information, paying attention to what does not fit. So, how do we deal with an inconsistent information? I just said you that this interview about Sunny Leone was coming and she said something inconsistent and that drop my job.

So, how do I dealt with this information? How do people deal with inconsistent information which comes their way about people whom they are interacting? What we tend to do is pay more attention to information that is unexpected or somehow inconsistent with our expectations, than to information that is expected or consistent. Whenever we looking at other people or the reason behind other people's information, we try to dig up those information we focus of those information which supports our view or our causes behind other people's behaviour. Information which goes contrary to our manifestations of other people to our projections about other people or narrowed down or block down and that is what is the idea of social cognition.

Now the above tendency seems to stem from the fact that we work harder to understand inconsistent information, because it is expected and surprising. Whenever a inconsistent information comes about a person we all have models about other people how this person is how this person behaves what kind of action this person does what kind of it is being this person does this so on and so forth. And so, it seems inconsistent behaviour comes in inconsistent fact comes in this fact is unexpected and surprising. And so, we

should mould it in a such a way that it fits are model of this person this in turn leads to higher memories for such information which later influences are judgement.

And so, because this information is novel this information is stored in memory for future use where we use this information for making judgements about other people.

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Social Cognition – Processing Social Information

The optimistic bias for task completion: We think we can do more, sooner, than we really can.

In predicting how long a given task will take, people tend to be overly optimistic. They predict that they can get the job done much sooner than actually turns out to be the case. This tendency is often recognized as *planning fallacy*

What leads to this common error?

- Individuals predicting a task completion enter a planning mode of thought and focuses primarily on how they will perform the task in future, thereby not focusing on how they performed similar tasks in the past.

The optimistic bias for task completion we think we can do more sooner than we really can. There is another kind of bias in social cognition which is call the optimistic bias. Now my neighbours some 10 to 11 years back, they were remoulding their house and so, what happened is that they thought that during the summer they would be able to do it for three-four months that is what the maximum it will take and so, the remodel will take four months. They kept on pumping money into it and that kept on happening.

So, they employed a contractor which promised. who actually promise them that there will finally, finish the work in 3 months and then 3 months turned out to be 6 months and then 8 months and 10 months and so on and so forth. Still it is still lying in the wait is allow work has been done, but its not so, complete. Now this basic premise or this basic bias where we are optimistic or where we chump the gun, make optimistic bias is about our work or about certain tasks is what is call the optimistic bias for task completion. Now in predicting how long a given task will take peoples tendency turns out to be overly optimistic. If you ask this question when you are doing a job let us say you are doing a math's homework.

Now, when I ask you how long it is going to take you would be optimistic about it and you tend to give it lesser time than you actually takes. And this bias of judging lesser time or taking of lesser time for our task to complete then it actually does is what is call the optimistic bias. Now they predict that they can get the job done much sooner than actually turns out to be the case, this tendency is called the planning fallacy and this is basically what is called the planning fallacy. Planning fallacy is a fallacy where we tend to plan things and anyway we plan things we tend to plan it in the optimistic way. We do not look at other problems which are coming on the way, even we look at our problems we tend to give lesser time to facts and then an original even the a tasks actually goes through then it takes more time.

Last week I was reinstalling my PC and installing an new operating system which is Linux. Now by my fixations it would take a day and a half for doing it, but when I started doing it I planned things according to it, when I started doing it took more than a week and it took at least four days for doing this task and so, basically this was what the planning fallacy was. So, it took more than four and a half days to install a operating system; why? Because I had done this predictions I had been optimistic in how quickly I can do something, but things do not turn up to be the weight is there would problems would arise and so, the task would be or task that you plan to complete would go back or the deadline were shift and that is what is the optimistic bias.

What leads to this kind of a common error? What leads to this planning fallacy? Now individuals predicting a task completion enter into a planning mode of thought and focus primarily on how they will perform a task in future. When we are in a planning fallacy, when we are planning a task we enter into something call the planning mode. And in the planning mode we think about future events we think about future task and we start planning in such a way right this task will take this much time this task will take this much time. So, we tend to go into this mode where we enter into a future mode.

What we tend to forget is that, we do not focus on how these task or similar tasks how much time they took while we have performing this in task. So, we do not look at past experiences or our past experiences with this task, we just jump into a future mode of how long this is going to that and that basically is one of the reason for entering into this kind of a fallacy or entering into the optimistic bias.

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Social Cognition – Processing Social Information

Another factor that may play an important role in planning fallacy is motivation to complete the task. When predicting what will happen in future, individuals often guess that what will happen is what they want to happen

Counterfactual thinking: The effects of considering 'what might have been'

Thoughts about what might have been are known in social psychology as counterfactual thinking and occur in wide range of situations including disappointments

Another factor which play a important role in planning fallacy is motivation to complete the task, now once we start a task we are very highly motivated to do it. As we progress and as more and more problems come in the motivation goes down. So, when I started formatting my system or installing lining into its, I will all happy about it or motivated about it.

Soon I found out that somehow the usual legacy thing or the u f b I are the legacy mode as it is called of installation secure of versus legacy mode. So, I have to opt between that and so, that lead me took another two or three as to solve that problem. Once the system was installed at the time of installation there are certain files which we are missing because the CD was not return properly and so, I have to install those files and the dependency comes in and so, things happened slower slower a number of problems came in. Initially where is all motivated to do this task very high motivational as days progressed and motivation became slowly slowly it went away.

And by the end of the four five days period, it was all about just install it somehow maybe not installed it all, and that is another reason for this kind of a bias important role in planning fallacy is this motivation. Now when predicting that what will happen in future, individuals often guess that that will happen and is what they want to happen. When predicting our features we tend to predict that certain things are going to happen in future this is how it is going to be, but at unfortunately it does not happen that way and

then we turn into this kind of a bias which is called the planning fallacy or planning bias. Another interesting thing to look at this social cognition is something called counterfactual thinking.

The effects of considering what might have been now remember the example that I gave you took a test you expecting a A you got a C what happens next you start thinking about all those times or all those that would have happened if you have got a B or a A. If I would have done this then I would have got an A there, if I would have done this I would have got an B, if I would got an A this would have happen this would have happen and this kind of thinking is called counterfactual thinking; let us take another example. In the newspaper I write that there is where old building in my town and so, a woman was walking through that that particular part of the town the building fell and breaks hit this woman and actually this woman got hurt.

Will you be sympathetic for this women? Yes you would be now too further evidences that this newspaper provided, let us say that these are the information provided the newspaper provide. In what bit of information that newspaper suggest that this woman was a stranger in town she was not being in this part of the town, she never saw the building falling and now the building falls and she got hurt.

In the other case the information provided is the this woman who actually got hurt worked in a building next to the building, she was aware of the buildings status, still she walked by the building it fell on her and she got hurt in which case are you supposed to be or will you be more sympathetic of course, in the first case where you believe that this woman is a stranger never knew about the building and she came down the building or under the building the rocks fell on her stones fell on her or bricks fell on her and she got hurt.

So, the sympathy in the first case will be higher than the other; why? Counterfactual thinking; the idea is that when this woman has been passing this building again and again, we start thinking that she would might have noticed she would have noticed this building again and again and then that would have prevented often going there, but still she went there and so, that is the reason that they bricks fell on here and she actually got hurt. But in other case this person there is no counterfactual thinking you start with in that one other thing. So, what is counterfactual thinking? Counterfactual thinking or

thoughts about what might have been are known in social psychology as counterfactual thinking.

So, thoughts about if this would have happen that would have happen if I would have passed, I would have got this, if I would have got an A, I would have got a bicycle, if I would have been a scientist, I would have done this research or that kind of thinking were what would have been leads to what it could be is what is counterfactual thinking. And it occurs in a wide range of situations including disappointments.

Generally this kind of counterfactual thinking happens in mostly disappointments. When you do not succeed in a task you start thinking about all those ways that you would have done all those corrections is that we have done which lead you to or we would have lead you to doing something good or lead you to doing something think differently so that you would have succeeded and that basically is what is call counterfactual thinking. So, counterfactual thinking is not only a parenting disappointments because in disappointments counterfactual thinking is most apparent it is also parent in other cases as well.

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Social Cognition – Processing Social Information

Engaging in counterfactual thinking can produce a number of effects

- Such thinking can either boost or depress current moods
- If individual imagine better outcomes than actually occurred they may experience regret, envy or dissatisfaction especially if they do not feel capable of obtaining better outcomes in future
- Counterfactual thinking can also help individuals understand why negative outcomes occurred

Now, engaging in this counterfactual thinking can produce a number of effects; a number of effects or number of outcomes can come from counterfactual thinking. First such thinking can either boost or depress the current mood. When you stop thinking about events that would have been which would have lead to some other kind of an outcome,

that would either boost or depress your mood if you think about better outcomes that will boost your mood in some way.

But if you think about worst outcomes, the behaviour or your mood would have shifted in some other way and so, positive outcomes would actually enhance your mood, would boost your mood and depressing outcomes or disappointments would actually would lead to poorer moods by counterfactual thinking.

Now individuals imagine better outcomes than actually occurred, they may experience regret envy or dissatisfaction especially if they do not be feel capable of obtaining better outcomes in future. So, individual examining better outcomes, then actually occurring they actually express regret. So, if they thought that something good would have happened and this good does not happen the experience something call regret or dissatisfaction or envy and when does that happen? When they belief that they are not capable of obtaining better outcomes in future.

So, if you know that this is the best attempt and you cannot do better than this and still you would have fail, what you tend to experience is regret generally the idea of experience of regret the experience of disappointments. If you know somehow know that you can do better in future then this regret is low down, but if you know that this is a best shot and you cannot have a better shot than this, then the type of this feeling that you have once you fail or once you get negative outcomes is dissatisfaction of envy or disappointments and regret.

Counterfactual thinking can also help individuals understand in why negative outcomes occur. One of the most important thing in counterfactual thinking is to look at something call reasons behind negative outcomes. Once you do counterfactual thinking, once you start thinking about why something would have happen or how something would have happen if you would have done things differently if a would have changed your some factors would have changed, what kind of results would have happen or why you did not succeed in or something and why you succeed in other things or why you succeeded in all of the things or none other things, this leads you to finding out reasons why the negative outcome or positive outcome have happened.

Envy people do not focus on positive outcomes. So, therefore, focus on negative outcome. So, when you in detail analyze why the negative outcome has occurred, you

come to know about several factors, several reasons why the negative outcome has happened and when that comes in place or that is there these reasons are there, these reasons can be further evaluated to look at the reason behind the negative outcome, which could actually help a person then manipulate or change these reasons so, that they get better outcomes in next trial.

So, counterfactual thinking is not disappointed thinking, not a kind of bias not a kind of problem, but at times counterfactual thinking can not only enhance your mood but it can also lead to you knowing the things that you have done wrong and what you can do in future or how you can tackle a problem in future so, that it can give you success.

So, what we did in today's lecture is we looked at two important parts of social cognition social influence. How other people around us and we intern influence others behaviour? We started off by looking at what is social psychology and what is the subject matter of social psychology, and then we focused on something call social thought how do we think about people's behaviour. We looked at attribution the reasons for attribution the correspondence bias which is putting too much effort into explaining situational internal causes for people's behaviour.

The self - serving bias positives about us or always as internal factors and negatives about us is always the external sources we looked at the idea of social cognition we looked at several kind of biases in social cognition; example, we looked at what is counterfactual thinking. We looked at how the optimistic bias works how we tend to be optimistic at times and not only be optimistic at times and this can lead to planning fallacies, we looked at how we look at inconsistent information and deal with inconsistent information or manipulate inconsistent information. So, that it fits our description of people and we looked at those different kind of biases and how consistency and distinctiveness actually help us in predicting about people's behaviour.

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Attitudes: Evaluating the social world

Attitudes can be defined as *lasting evaluations of virtually any and every aspect the social world – issues, ideas, persons, social groups or objects.*

Attitudes generally involve an affective component (like/dislike), a cognitive component (beliefs) and a behavioral component (action)

Attitudes are formed through the basic process of learning like *operant conditioning (reward for correct behavior), observation learning (adopt views of role models) and classical conditioning (affective aspect)*

When we meet next, we will move ahead of here and then look at social influences, we look at what are attitudes and prejudices and we will also look at the concept of interpersonal attraction and love. We will look how these processes shape our behaviour and shape human behaviour and what is the percentage of role, there these kind of acts of be it attitude, be it prejudice, be it stereotypes, be is a self - serving bias, be it any kind of attribution process or the idea of compassionate versus passionate love how getting in a lot of love and all these factors actually design our behaviour or influence our behaviour and or acts or responses to stimuli. But that happens in the next a lecture and till we meet again in the next lecture it is bye from here.

Thank you.