

SOCIAL PSYCHOLOGY I

1. Introduction and Objectives

This course introduces you to "micro" level perspectives on analyzing and conducting behavioral science research. This course focuses primarily on the field of social psychology, a basic disciplinary field that addresses phenomena and research questions across a vast array of topics that are relevant for management.

The course has four goals:

- Develop your ability to think about research from a psychological, micro-level perspective.
- Make you think about how to evaluate, conduct, and apply behavioral research, in particular experimental research.
- Survey the main topics in social psychology, with a particular focus on classic papers. However, each week will also include new developments and/or applied papers to see how ideas presented in classic papers have developed and evolved over time.
- Provide an opportunity to develop and test ideas for your research from a micro-level behavioral science perspective.

We will pursue these goals by examining a mix of theoretical and empirical research papers, thinking critically about their strengths and limitations, and creating a forum for you to test your ideas relating to your specialized areas of study.

2. Evaluation

Grades will be based on two requirements. They are outlined below and will be discussed in more detail in class.

1) Class Discussions and Short Assignments (50%). Students are expected to read all the assigned materials and take an active role in discussing them. Your role in advancing and elevating the discourse in the class will be a substantial component of your grade.

Students should examine the assigned readings before the session and allocate them. Each student is thus responsible for leading the discussion on a subset of these papers in each class session. Non-leaders provide additional comments, insights, and reactions.

The discussion leader:

- (1) Provides a short synopsis of the main argument and findings, and why they are interesting and important.
- (2) Critically reflects on whether the provided theoretical framework is consistent, whether the data actually support the authors' claims, and what could be improved (e.g., in the theory, construct validity, internal validity, external validity, appropriateness of analyses, sample, sample size, etc.).
- (3) Develops some ideas for future research on the respective topic area.
- (4) Prepares questions to lead the discussion about this article in class. For example:

1. *Questions about empirical papers*

- a. Understanding the argument/data
 - i. What is the phenomenon from the "real-world"? What are the main variables involved?
 - ii. What is the causal mechanism underlying the phenomenon?
 - iii. What are possible boundary conditions?
- b. Criticizing the argument/data
 - i. What are the methodological strengths and weaknesses of the paper?
 - ii. How would you take the following steps to address those weaknesses?
- c. Where do the papers' ideas fit with those of the other readings?

2. *Questions about theoretical papers*

- a. What is the central problem or issue addressed?
- b. What are the main variables involved?
- c. What are the strengths and weaknesses of the paper?
- d. How would you take the following steps to address those weaknesses?
- e. Where do the papers' ideas fit with those of the other readings?

Although we will mainly discuss required readings in class, we could also cover optional readings or those referring to cultural differences.

One day before the beginning of each session, all students will send via email a very brief summary of the assigned readings. These summaries can highlight each paper's main ideas, arguments, strengths, and weaknesses and provide a broader commentary on their assumptions, similarities/differences, and contributions.

2) Final paper (50%). At the end of the course, you will need to write a research proposal that culminates in testable research hypotheses.

1. Write up your *Introduction* as if it were an empirical paper (around 6-11 pages double spaced). Be sure to define the central question or issue that you're addressing. Draw

- your arguments from prior research whenever possible. Explicitly state your hypotheses.
2. Outline the *Methods* you would use to test your hypotheses. Focus on feasible and rapid data collection and analyses.
 3. Write up a potential Discussion (3-6 pages double spaced). Describe what you would learn if your hypotheses were supported. Identify the potential weaknesses of the research if all hypotheses were supported. Lay out limitations and future directions.
 4. Make sure your paper is understandable to an audience of intelligent academics who may know nothing about your discipline or specific area of study.

3. Syllabus

Session 1: Social Influence

Required Readings:

Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193, 31-35.

Cialdini, R., Reno, R.R., & Kallgren, C.A. (1990). A focus theory of normative conduct: Recycling the concept of norms to reduce littering in public places. *Journal of Personality and Social Psychology*, 58(6), 1015-1026.

Deutsch, M., & Gerard, H. B. (1955). A study of normative and informational social influences upon individual judgment. *The Journal of Abnormal and Social Psychology*, 51(3), 629.

Fiske, S. T., Harris, L. T., & Cuddy, A. J. C. (2004). Policy Forum: Why ordinary people torture enemy prisoners. *Science*, 306, 1482-1483

Latané, B., & Darley, J. (1969). Bystander "apathy". *American Scientist*, 57, 244-268.

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378

Zajonc, R. (1965). Social facilitation. *Science*, 149, 269-274.

Optional Readings:

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591-621.

Petty, R. E., & Cacioppo, J. T. (1986). The elaboration likelihood model of persuasion. In L. Berkowitz (Ed.), *Advances in experimental psychology* (Vol. 19, pp. 123-205). New York, NY: Academic Press.

Zajonc, R. B. (1968) Attitudinal Effects of Mere Exposure. *Journal of Personality and Social Psychology*, 9, 1-27.

Cultural differences

Bond, R., & Smith, P. B. (1996). Culture and conformity: A meta-analysis of studies using Asch's (1952b, 1956) line judgment task. *Psychological Bulletin*, 119(1), 111.

Session 2: Social Cognition

Required readings

Bargh, J., Chen, M., & Burrows, L. (1996). Automaticity of social behavior: Direct effects of trait construct and stereotype activation on action. *Journal of Personality and Social Psychology, 71*, 230-244.

DeVoe, S. E., House, J., Zhong, C-B (2013). Fast food and financial impatience: A socioecological approach. *Journal of Personality and Social Psychology, 105*(3), 476-494.

Gilbert, D. T., & Malone, P. S. (1995). The correspondence bias. *Psychological Bulletin, 117*(1), 21.

Jones, E. E. & Harris, V. A. (1967). The attribution of attitudes. *Journal of Experimental Social Psychology, 3*, 1-24.

Snyder, M., Tanke, E.D., & Berscheid, E. (1977). Social perception and interpersonal behavior: On the self-fulfilling nature of social stereotypes. *Journal of Experimental Social Psychology, 35*, 656-666.

Fitzsimons, G.M., Chartrand, T.L., & Fitzsimons, G.J. (2008). Automatic Effects of Brand Exposure on Motivated Behavior: How Apple Makes You "Think Different". *Journal of Consumer Research, 35* (1), 21-35.

Optional readings

Bargh, J. A., & Chartrand, T. L. (1999). The unbearable automaticity of being. *American Psychologist, 54*, 462-479.

Malle, B. F., Knobe, J. M., & Nelson, S. E. (2007). Actor-observer asymmetries in explanations of behavior: New answers to an old question. *Journal of Personality and Social Psychology, 93*, 491-514.

Ross, L. (1977). The intuitive psychologist and his shortcomings: Distortions in the attribution process. *Advances in Experimental Social Psychology*, vol 10, ed. L. Berkowitz

Cultural differences

Morris, M. W., & Peng, K. (1994). Culture and cause: American and Chinese attributions for social and physical events. *Journal of Personality and Social psychology, 67*(6), 949.

Nisbett, R. E., Peng, K., & Choi, I. (2001). Culture and systems of thought: Holistic versus analytic cognition. *Psychological Review, 108*, 291-310.

Session 3: Motivation

Required readings

Donald, J., Bradshaw, E. L., Conigrave, J., Parker, P. et al. (2021). Paths to the light and dark sides of human nature: A meta-analysis of the prosocial benefits of autonomy and the antisocial costs of control. *Psychological Bulletin*.

Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256-273.

Higgins, E. T. (1997). Beyond pleasure and pain. *American Psychologist*, 52(12), 1280-1300.

Hollenbeck, J. R., & Klein, H. J. (1987). Goal commitment and the goal-setting process: Problems, prospects, and proposals for future research. *Journal of Applied Psychology*, 72(2), 212-220.

Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28, 129-137.

Ryan, R. M., Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68-78.

Shah, J., Higgins, T., & Friedman, R. S. (1998). Performance incentives and means: How regulatory focus influences goal attainment. *Journal of Personality and Social Psychology*, 74(2), 285-293.

Optional readings

Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627-668.

Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. *American Psychologist*, 57(9), 705.

Cultural differences

Chirkov, V., Ryan, R. M., Kim, Y., & Kaplan, U. (2003). Differentiating autonomy from individualism and independence: A self-determination theory perspective on internalization of cultural orientations and well-being. *Journal of Personality and Social Psychology*, 84(1), 97-110.

Iyengar, S. S., & Lepper, M. R. (1999). Rethinking the value of choice: A cultural perspective on intrinsic motivation. *Journal of Personality and Social Psychology*, 76, 349-366.

Session 4: Emotion

Required readings

Forgas, J. P. (1995). Mood and judgment: the affect infusion model (AIM). *Psychological Bulletin*, 117(1), 39-66.

Keltner, D., & Haidt, J. (1999). Social functions of emotions at four levels of analysis. *Cognition & Emotion*, 13(5), 505-521.

Russell, J. A. (2003). Core affect and the psychological construction of emotion. *Psychological Review*, 110(1), 145-172.

Schachter, S., & Singer, J. (1962). Cognitive, social, and physiological determinants of emotional state. *Psychological Review*, 69, 379-399.

Schwarz, N., & Clore, G. L. (1983). Mood, misattribution, and judgments of well-being: informative and directive functions of affective states. *Journal of Personality and Social Psychology, 45*(3), 513-523.

Tiedens, L. Z., & Linton, S. (2001). Judgment under emotional certainty and uncertainty: The effects of specific emotions on information processing. *Journal of Personality and Social Psychology, 81*, 973-988.

Zajonc, R.B. (1984). On the primacy of affect. *American Psychologist, 39*, 117-123.

Optional readings

Ellsworth, P. C., & Scherer, K. R. (2003). *Appraisal processes in emotion*. Oxford University Press.

Lazarus, R. S. (1991). Progress on a cognitive-motivational-relational theory of emotion. *American Psychologist, 46*(8), 819-834.

Ortony, A., & Turner, T. J. (1990). What's basic about basic emotions? *Psychological Review, 97*(3), 315-331.

Cultural differences

Kitayama, S., Mesquita, B., & Karasawa, M. (2006). Cultural affordances and emotional experience: Socially engaging and disengaging emotions in Japan and the United States. *Journal of Personality and Social Psychology, 91*(5), 890.

Mesquita, B. (2001). Emotions in collectivist and individualist contexts. *Journal of Personality and Social Psychology, 80*, 68-74.

Tsai, J.L., Knutson, B., & Fung, H.H. (2006). Cultural variation in affect valuation. *Journal of Personality and Social Psychology, 90*, 288-307.

Session 5: Control

Required readings

Alloy, L. B., & Abramson, L. Y. (1982). Learned helplessness, depression, and the illusion of control. *Journal of Personality and Social Psychology, 42*(6), 1114-1126.

Kay, A. C., Whitson, J. A., Gaucher, D., & Galinsky, A. D. (2009). Compensatory control: Achieving order through the mind, our institutions, and the heavens. *Current Directions in Psychological Science, 18*(5), 264-268.

Langer, E. (1975). The illusion of control. *Journal of Personality and Social Psychology, 32*, 311-328.

Morling, B., & Evered, S. (2006). Secondary control reviewed and defined. *Psychological Bulletin, 132*(2), 269-296.

Rothbaum, F., Weisz, J. R., & Snyder, S. S. (1982). Changing the world and changing the self: A two-process model of perceived control. *Journal of Personality and Social Psychology, 42*(1), 5-37.

Skinner, E. A. (1996). A guide to constructs of control. *Journal of Personality and Social Psychology*, 71(3), 549–570.

Taylor, S. E., & Brown, J. D. (1988). Illusion and well-being: A social psychological perspective on mental health. *Psychological Bulletin*, 103(2), 193–210.

Whitson, J. A., & Galinsky, A. D. (2008). Lacking control increases illusory pattern perception. *Science*, 322, 5898, 115–117.

Optional readings

Benassi, V. A., Sweeney, P. D., & Dufour, C. L. (1988). Is there a relation between locus of control orientation and depression? *Journal of Abnormal Psychology*, 97(3), 357–367.

Chorpita, B. F., & Barlow, D. H. (1998). The development of anxiety: the role of control in the early environment. *Psychological Bulletin*, 124(1), 3.

Cultural differences

Chen, C., Cheung, S. F., Chio, J. H., & Chan, M. P. (2013). Cultural meaning of perceived control: A meta-analysis of locus of control and psychological symptoms across 18 cultural regions. *Psychological Bulletin*, 139, 1, 152–188.

Weisz, J. R., Rothbaum, F. M., & Blackburn, T. C. (1984). Standing out and standing in: The psychology of control in America and Japan. *American Psychologist*, 39(9), 955–969.

Session 6: Groups and Teams

Required readings

De Dreu, C. K. W., Nijstad, B.A., & Van Knippenberg, D. (2008). Motivated information processing in group judgment and decision making. *Personality and Social Psychology Review*, 12, 22–49.

De Dreu, C.K. & Weingart, L.R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: A meta-analysis. *Journal of Applied Psychology*, 88(4), 741–749.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44, 350–383.

Phillips, K. W. & Loyd, D. L. (2006). When surface and deep-level diversity collide: The effects on dissenting group members. *Organizational Behavior and Human Decision Processes*, 99, 2, 143–160.

San Martín, A. Swaab, R. I., Sinaceur, M., & Vasiljevic, D. (2015). The double-edged impact of future expectations in groups: Minority influence depends on minorities' and majorities' expectations to interact again. *Organizational Behavior and Human Decision Processes*, 128, 49–60.

Tost, L. P., Gino, F., & Larrick, R. P. (2013). When power makes others speechless: The negative impact of leader power on team performance. *Academy of Management Journal*, 56(5), 1465–1486.

Wittenbaum, G. M. & Bowman, J. M. (2004). A social validation explanation for mutual enhancement. *Journal of Experimental Social Psychology, 40*, 169-184.

Optional readings

Ancona, D.G. & Caldwell, D.F. (1992). Bridging the boundary: External activity and performance in self-regulating work groups. *Administrative Science Quarterly, 37*(4), 634-665.

Jehn, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: A field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly, 44*, 741-763.

Mathieu, J. E., Hollenbeck, J. R., van Knippenberg, D., & Ilgen, D. R. (2017). A century of work teams in the Journal of Applied Psychology. *Journal of Applied Psychology, 102*(3), 452-467.

Cultural differences

Jang, S. (2017). Cultural brokerage and creative performance in multicultural teams. *Organization Science, 28*, 6, 993-1009.

Session 7: Culture

Required readings

Gelfand, M. J., Raver, J. L., Nishii, L., Leslie, L. M., Lun, J., Lim, B. C., ... Yamaguchi, S. (2011). Differences between tight and loose cultures: A 33-nation study. *Science, 332*, 1100-1104.

Kitayama, S., Park, H., Sevincer, A. T., Karasawa, M., & Uskul, A. K. (2009). A cultural task analysis of implicit independence: Comparing North America, Western Europe, and East Asia. *Journal of Personality and Social Psychology, 97*, 2, 236-255.

Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review, 98*(2), 224-253.

San Martin, A., Schug, J., & Maddux, W. W. (2019). Relational mobility and cultural differences in analytic and holistic thinking. *Journal of Personality and Social Psychology, 116*(4), 495-518.

San Martin, A., Sinaceur, M., Madi, A., Tompson, S., Maddux, W. W., & Kitayama, S. (2018). Self-assertive interdependence in Arab culture. *Nature Human Behaviour, 2*, 830-837.

Talhelm, T., Zhang, X., Oishi, S., Shimin, C., Duan, D., Lan, X., & Kitayama, S. (2014). Large-scale psychological differences within China explained by rice versus wheat agriculture. *Science, 344*(6184), 603-608.

Thomson, R., Yuki, M., Talhelm, T., Schug, J., Kito, M., Becker, J., et al. (2018). Relational mobility predicts social behaviors in 39 countries and is tied to historical farming and threat. *Proceedings of the National Academy of Sciences, 115*, 29, 7521-7526.

Optional readings

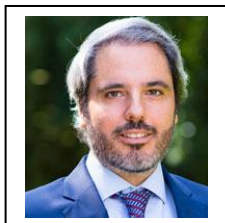
Henrich, J., Heine, S., & Norenzayan, A. (2010). Beyond WEIRD: Toward a broad-based behavior science. *Behavioral and Brain Sciences*, 33, 113-135.

Hong, Y., Morris, M. W., Chiu, C., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55, 709-720.

Zou, X., Tam, K.-P., Morris, M. W., Lee, S.-I., Lau, I. Y.-M., & Chiu, C.-y. (2009). Culture as common sense: Perceived consensus vs. personal beliefs as mechanisms of cultural influence. *Journal of Personality and Social Psychology*, 97, 579-597.

4. Professor's Biography

Álvaro San Martín is an Associate Professor of the Managing People in Organizations Department at IESE Business School. He holds a Ph.D. degree in Management, with a specialization in Organizational Behavior from INSEAD. Alvaro also majored in Economics as class valedictorian at Universidad Autónoma de Madrid. His research interests lie in cultural psychology and team dynamics. Alvaro has published his work in premier scientific journals, such as *Nature Human Behaviour*, *Psychological Science*, *Journal of Personality and Social Psychology*, *Proceedings of the National Academy of Sciences*, and *Organizational Behavior and Human Decision Processes*, and *Nature Communication*. He has regularly presented his research in the annual meetings of Academy of Management, Society for Personality and Social Psychology, American Psychological Society, European Association for Social Psychology, and International Association for Cross-Cultural Psychology. Prof. San Martín teaches courses on leadership, organizational behavior, and self-management in the Master in Management, Executive MBA, Open Programs, and Custom Programs offered at IESE.



Prof. Álvaro San Martín

Associate Professor of Managing People in Organizations