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We Don't Agree, But We're Working Together: Examining How Affiliative Motivation and Perspective Taking Effect Social Tuning

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We Don't Agree, But We're Working Together: Examining How Affiliative Motivation and Perspective Taking Effect Social Tuning

A Major and Interactive Qualifying Project Report
Submitted to the Faculty of
WORCESTER POLYTECHNIC INSTITUTE
In partial fulfillment of the requirements
for the Bachelors of Science Degrees of

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AND

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Abstract

The present study examined the role of affiliative motivation and perspective taking on social tuning. Eighty-two participants believed that they would be working with a partner for either five (low affiliative condition) or 30 (high affiliative condition) minutes. Participants also completed a writing task that was either about a friend in need (Perspective taking condition) or on a topic unrelated to perspective taking (No perspective taking condition). Participants then learned their partner wished to write a debate that supported gender-traditional views. The results showed that both affiliative motivation and perspective taking influenced individuals to tune, but not more so than if they were only engaging in one form of motivation. Thus, both affiliative motivation and perspective taking play an important role in the social tuning process.

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We Don't Agree, But We're Working Together: Examining How Affiliative Motivation and Perspective Taking Effect Social Tuning

In an academic environment, students are required to engage in group tasks on a regular basis with those who they do not know. In these situations, establishing a work environment that is cohesive and successful is essential to both the task at hand and their academic career overall. In these situations there are a number of possible motivations that encourage students to establish a rapport, and students may find themselves behaving more similar to members of their group or team. The current study aims to examine factors that may lead to this increased similarity. In particular, we examined whether affiliative motivation (the desire to get along with an individual) and perspective taking (thinking about another person's perspective) influenced the extent to which individuals engaged in social tuning (aligning one's views with their interaction partner).

Social Tuning

Social tuning is the concept that individuals will present views more similar to others in a cooperative environment (Davis & Rusbult, 2001; Sinclair, Huntsinger, Skorinko, & Hardin 2005). Previous research suggests that social tuning demonstrates that participants that have a desire to get along with a partner will change their views to make interactions easier (Sinclair et al., 2005a; Sinclair, Lowery, Hardin, & Coanglelo, 2005bs; Sinclair, Pappas, & Lun 2009). This concept extends from shared reality theory, which holds that individuals will inherently attempt to share the same fundamental views as those around them in order to create and maintain relationships and to perceive their environment as a stable and safe environment (Hardin & Conley, 2001; Hardin & Higgins, 1996).

Affiliative Motivation

Social tuning is dependent on the mindset of the individual. A number of motivations increase the likelihood that an individual will engage in social tuning. One known motivating factor is affiliative motivation, or the desire to get along with another person (Sinclair, et al., 2005b). The desire to get along with another individual has been This research shows that people with high affiliative motivations are more likely to tune with their interaction partner than people with low affiliative motivation—even if this means expressing self-stereotypic views (Sinclair et al., 2005a; Sinclair et al., 2005b).

Perspective Taking

Perspective taking is also thought to be a key underlying motivator of affiliative motivation and social tuning (Sinclair, et al., 2005a). Perspective taking is one's ability to hypothetically perceive the world from the point of view of someone else. It is hypothesized to assist in the perception of the partner's viewpoint and in the meeting affiliative needs (Hardin & Conley, 2001; Sinclair, et al., 2005a). While perspective taking is hypothesized to influence the tuning process, no empirical studies have tested this assumption.

Prior research looking at perspective taking in a variety of other areas shows that taking another person's perspective typically benefits social situations and interactions. For instance, research shows that perspective taking helps increase positive group dynamics, as those who perspective take tend to have less conflict, more openness to other's perception of issues, and more cohesive work environments (Falk & Johnson, 1977). In a similar manner, research suggests that perspective taking helps correct for attributional errors that occurs when individuals assume other's behavior is due to

dispositional (or personality) factors more so than situational factors (Galper, 1976; Regan & Totten, 1975). More specifically, the research shows that perspective taking enables individuals to see other's behavior as more situational than dispositional (Galper, 1976; Regan & Totten, 1975). Perspective taking also encourages prosocial and helping behavior. Prior research suggests that this increase in helping is due to an increase in empathy found in those who engage in perspective taking (Batson, Batson, & Griffitt, 1989; Batson, Early, & Salvarani, 1997).

In relation to perceptions of others, perspective taking has been found to decrease an individual's stereotyping of others (Galinsky & Moskowitz, 2001; Galinsky, Ku, & Wang, 2005; Galinsky, Wang, & Ku, 2008), but can also increase an individual's adoption of stereotype-consistent behaviors in an attempt to promote positive interactions (Galinsky et al., 2008; Marx & Stapel, 2006). For instance, individuals who take the perspective of a cheerleader perform worse academically than non-perspective takers (Galinsky et al., 2008). It is argued that the increase in stereotypic behavior results because perspective taking encourages individuals to see themselves as more similar to the target (or more "other-like"; Galinsky, et al., 2008; Goldstein & Cialdini, 2007).

Present Study

From prior research, it can be seen that independently affiliative motivation and perspective taking encourage individuals to attempt to share attitudes with those around them. However, no empirical studies, to date, have investigated the effects of affiliative motivation and perspective taking on social tuning. Moreover, from a theoretical perspective, the shared reality theory and social tuning model argue that perspective taking is a necessary component to developing a mutual understanding (Hardin & Conley,

2001; Sinclair et al., 2005a). Thus, this research will extend past research and provide an important theoretical contribution by empirically testing the effects of affiliative motivation and perspective taking on social tuning. We predict that both affiliative motivation and perspective taking will increase the likelihood that individuals engage in social tuning. While we predict that each motivator will have an effect, we believe that the combination of these factors will have a stronger effect than these factors independently.

Method

Participants

Eighty-two undergraduate students (42 male and 40 female) at a medium-sized private institution participated in this experiment. Participants received credit for a psychology course requirement.

Materials

This experiment utilized a 2 (Perspective taking: Perspective taking, None) x 2 (Affiliative Motivation: Low, High) between-participants design.

Affiliative Motivation Condition. Affiliative motivation, as previously mentioned, is the desire to get along with another individual. In this experiment, affiliative motivation was manipulated by the instructions given to the participants (adopted from Sinclair et al., 2005a). Half the participants learned that they would be working with a partner for 5 minutes to create a 500 word persuasive essay (low affiliative motivation), and the other half of the participants learned they would be working with their partner for 30 minutes to create a 1200 word persuasive essay (high affiliative motivation).

Perspective Taking Condition. Perspective taking, as stated earlier, is one's ability to put themselves in another person's shoes. To enable participants to perspective take,

half the participants were given a mindset prime that encouraged them to think through the perspective of a friend (see Appendix B). The other half of participants were given a neutral mindset prime, or a general scenario that did not require the participant to engage in perspective taking (e.g., going to the zoo), that served as the no perspective taking condition (adapted from Sinclair, et al., 2005a, see Appendix C).

Gender Traditional Traits Measure. To determine the gender traditional attitudes of the participant, we revised and utilized the scale from Sinclair and colleagues (2005a). First participants rated themselves on 32 personality traits. Embedded in these traits were gender traditional (e.g., for males: aggressive, competitive, etc.; for females: sweet, compassionate, etc.) and nontraditional (e.g., for males: weak, caring, etc.; for females: competitive, outspoken) traits (Sinclair, et al., 2005a; Zanna & Pack, 1975). To assess, gender traditional masculine traits, we computed/conducted a principle components factor analysis with varimax rotations that showed one reliable composite variable that included six masculine traits (athletic, confident, masculine, powerful, strong, stubborn), Eigenvalue = 3.50, Cronbach's $\alpha = 0.83$. To assess gender traditional feminine traits, a factor analysis was conducted that showed one reliable composite variable that included eight feminine traits (caring, compassionate, faithful, feminine, good, happy, sweet, talkative), Eigenvalue = 5.69, Cronbach's $\alpha = 0.82$.

Gender Traditional Attitudes Measure. In addition, we assessed gender traditional attitudes by giving selected questions (e.g., "It is insulting to the husband when his wife does not take his last name") from the Attitudes Toward Women (ATW; Spence, Helmreich, & Stapp, 1973) scale, and these items were also utilized in Sinclair et al., 2005. These questions and attitude measures can be seen in Appendix A. A principle components

factor analysis with varimax rotation showed that four questions of the questions from the ATW scale grouped together. These statements were a) “As head of the household, the father should have final authority over his children”, b) “The first duty of a woman with young children is to home and family” c) “A woman should not let bearing and rearing children stand in the way of a career if she wants it” (reverse scored), and d) “When they go out, a man and woman should share dating expenses if they both have the same income” (reverse scored), Eigenvalue = 2.79, Cronbach’s α = 0.70.

Self-Other Overlap Measure. The amount of overlap an individuals sees between themselves and another person is argued to be heightened during perspective taking endeavors (Galinsky & Moskowitz, 2000; Goldstein & Cialdini). Thus, we also measured the level of self-other overlap the participants felt with their partner. To do so, participants rated their partner on the same 32 traits they rated themselves on, and ratings were made based on their first impression (adapted from Galinsky & Moskowitz, 2000).

Procedure

Upon arriving to the laboratory, participants completed an informed consent form. Each participant was instructed that they would be paired with another participant for a persuasive writing task. In the high affiliative motivation condition, participants were instructed that the writing task was required to be approximately 1200 words and would take them approximately 30 minutes to complete with their partner. In the low affiliative motivation condition, participants were instructed that the writing task was required to be approximately 500 words and would take them approximately 5 minutes to complete with their partner.

Participants were then asked to select a slip of paper, without looking, with their persuasive writing task topic from a basket. All slips had the gender traditional oriented topic: "A wife's primary duties should be caring for her children and household." The researcher announced to the participant that they would bring the slips to the other laboratory so their partners could select which side of the topic (i.e., for or against) they would want to write.

Before leaving the lab, the researcher gave participants a writing task. This served as our perspective taking manipulation. In the perspective taking condition, the prompts on the writing task asked participants to take the perspective of a friend (see Appendix B). In the no perspective taking condition, the prompts on the writing task were neutral and did not require participants to take a different perspective, for example, describing a day at the zoo (adapted from Sinclair et al., 2005a; see Appendix C). Upon completion of the writing task, the researcher gave the participants the ostensible topic sheet that was supposedly completed by the partner, and it indicated that the "partner" would rather write in favor of the gender traditional statement, thus indicating the partner as having gender-traditional views.

After the participant read the topic sheet, participants completed a series of questionnaires. The first section of the questionnaire assessed gender traditional traits. Participants ranked themselves on a 7-point Likert-type scale (1 = Not At All; 7 = Very Much) on 32 personality traits with gender traditional and nontraditional traits embedded within these traits. In the second section of questionnaire, we assessed gender traditional attitudes using questions from the Attitudes Towards Women Scale (ATW; Spence et al., 1973; used in Sinclair et al., 2005a). The questions from the scale can be seen in Appendix

A. The gender traditional attitudes scale was included amongst other scales (e.g., assessing writing ability, attitudes towards Blacks, and attitudes towards sexual orientation) to ensure participants would not figure out the purpose of the experiment. In each scale, participants indicated on a 6-point Likert-Type scale their level of agreement (1 = Not at All; 6 = Very Much).

After completing the gender trait and attitudes assessments, we also measured the level of self-other overlap the participants felt with their partner (Galinsky & Moskowitz, 2000; Goldstein & Cialdini, 2007). To do so, participants rated their partner on the same 32 traits they rated themselves on, and ratings were made based on their first impression (adapted from Galinsky & Moskowitz, 2000).

Finally, participants completed a final set of questions that measured their level of affiliative motivation (e.g., the extent to which they wanted to get along with their partner), their level of perspective taking (e.g., the extent to which they tried to put themselves in their partners shoes), demographic information, and any suspicions about the experiment. Upon completing this questionnaire, the researcher informed the participant that there would be no interaction and the participants were debriefed. The debriefing form can be found in Appendix D.

Results

Affiliative motivation and perspective taking were predicted to influence social tuning. In addition, we predicted that both factors would lead to greater likelihood of tuning. Originally, a 2 (Affiliative motivation: 5 minutes, 30 minutes) x 2 (Perspective taking: perspective taking primed or no perspective taking primed) between-participants ANOVA was conducted to examine the effects of affiliative motivation and perspective

taking on social tuning. However, during the preliminary analyses, it became clear that each of the motivation conditions, including the combined affiliative motivation and perspective taking conditions, were having very similar effects.

Based on this consistent finding, we collapsed the conditions and created a new dummy coded variable that compares each of the motivation conditions (perspective taking and high affiliative motivation; perspective taking and low affiliative motivation; no perspective taking and high affiliative motivation) to the no motivation condition (no perspective taking and low affiliative motivation). Thus, we conducted one-way between-participant ANOVAs to examine the effects that have an interpersonal motivation (affiliative motivation and/or perspective taking) had on social tuning.

Gender Traditional Trait Ratings

For our trait rating analyses, we divided the data by participant's gender because gender traditional traits vary distinctly based on one's gender. For example, being aggressive is viewed as gender traditionally male and being calm viewed as gender traditionally female (Zanna & Pack, 1975; Sinclair, et al., 2005a). Thus, to see if participant's become more gender traditional, we wanted to examine if males became more gender traditionally masculine and if females became more gender traditionally feminine.

Gender Traditional Ratings For Males. For male participants, we created a composite score of the gender traditionally masculine traits. The traits included in the composite were masculine, strong, stubborn, athletic, powerful, and confident. An ANOVA revealed a significant difference between the motivation ($M = 4.80, SD = 0.95$) and no motivation ($M=3.85; SD = 0.88$) conditions, $F(1,39) = 9.34 p = 0.01$ (See Figure 1). Thus, the male participants rated themselves as more gender traditional when having an

interpersonal motivation (affiliative motivation, perspective taking, or both) than when having no motivation. This suggests that the participants tuned toward their partner because they presented themselves as more similar (e.g., gender traditional) to their partner's presented views (e.g., gender traditional).

Gender Traditional Ratings For Females. For female participants, we created a composite score of the gender traditionally feminine traits. This factor is composed of the traits, sweet, talkative, caring, compassionate, faithful, feminine, good, and happy. A one-way ANOVA based showed a significant difference between the motivation ($M = 5.67, SD = 0.69$) and no motivation ($M=5.07; SD = 0.59$) conditions, $F(1,34) = 4.41 p = 0.04$ (See Figure 2). As with the male participants, our female participants rated themselves as more gender traditional when having an interpersonal motivation (affiliative motivation, perspective taking, or both) than when having no motivation. This suggests that the participants tuned toward their partner because they presented themselves as more similar (e.g., gender traditional) to their partner's presented views (e.g., gender traditional).

Gender Traditional Attitudes

In addition to gender traditional trait ratings, we were also interested in gender traditional attitudes. For these analyses, we did not separate the analysis based on participant's gender because the gender traditional attitudes used should not vary based on gender (e.g., "The first duty of a woman with young children is home and family"). A one-way ANOVA showed a significant difference between the motivation ($M = 3.39, SD = 1.04$) and no motivation ($M=2.84; SD = 0.85$) conditions, $F(1, 75) = 4.283, p = 0.04$ (See Figure 3). As with the gender traditional traits, participants expressed more gender

traditional attitudes when having an interpersonal motivation (affiliative motivation, perspective taking, or both) than when having no motivation. This suggests that the participants tuned toward their partner because their attitudes were more similar (e.g., gender traditional) to the attitudes expressed by their partner (e.g., gender traditional).

Self-Other Overlap

Past research suggests that perspective takers are more likely to see themselves as more similar to other individuals (e.g., more self-other overlap) than non-perspective takers, and this overlap helps explain perspective takers behaviors and attitudes (Davis, et al., 1996; Galinsky & Moskowitz, 2000; Galinsky, et al., 2008; Goldstein & Cialdini, 2007). Thus, we conducted an exploratory analysis to examine whether the motivation conditions led to more self-other overlap than the no motivation condition. To do so, we created a difference score between the self-ratings and the ratings of the person (e.g., the other); therefore, higher positive numbers mean the individual saw the target as more similar to themselves, and higher negative numbers mean that the individual saw the target as more different from themselves (adapted from Galinsky & Moskowitz, 2000).

To measure self-other overlap in gender traditional traits, we again split the analyses based on the participants' gender. For male participants, a one-way ANOVA showed that males in the motivation condition ($M= 3.0$ $SD=6.83$) perceived themselves as significantly more similar to their partner (in terms of gender traditional masculine traits) than those in the no motivation condition ($M=-3.27$ $SD=6.45$), $F(1,38)=6.85$, $p=0.01$ (See Figure 4). For female participants, a one-way ANOVA showed that there was no significant difference between the motivation ($M= 9.63$ $SD = 7.21$) and no motivation ($M= 9.76$ $SD =$

8.39) conditions in how similar they viewed themselves to their partners (in terms of gender traditional feminine traits), $F(1,36) = .002, p = .97$.

Discussion

The results of this experiment support our hypothesis that perspective taking and affiliative motivation encourage individuals to engage in social tuning, however they do not, as we predicted, have a stronger effect when combined. Our results suggest that if an interpersonal motivation is present (i.e., affiliative motivation or perspective taking) then there will be an increased likelihood to engage in social tuning than if no interpersonal motivation is present. For the affiliative motivation component, our findings replicate those of previous research (Sinclair, et al., 2005a) because individuals that experienced affiliative motivation were more likely to tune. However, our research shows that affiliative motivation is not the only motivation necessary to stimulate social tuning, as our findings also suggest that having the motivation to perspective take will also lead to social tuning. Thus, our research suggests that social tuning requires some form of interpersonal motivation, whether affiliative motivation or perspective-taking, and the presence of multiple motivations does not alter or increase the effect overall.

In addition, our findings partially replicate past research looking at the self-other overlap (Davis, et al., 1996; Galinsky & Moskowitz, 2000; Galinsky, et al., 2008; Goldstein & Cialdini, 2007). More specifically, our findings show that, at least for male participants, one possible explanation for the increased social tuning by those who experience either perspective taking or affiliative motivation is because they experience a greater self-other overlap, or see themselves as more similar to their partner. This finding also extends past research by demonstrating that increased self-other overlap is increased when engaging in

perspective taking and also when having high affiliative motivation. We believe that female participants did not present greater self-other overlap due to the generalized assumption that the partner was male. The female participants, who were presenting themselves to have more traditionally feminine traits, would thus rate themselves as less similar to a gender-traditionally masculine partner.

One limitation with the current experiment was the attitude that we used to gauge social tuning. Gender-traditional traits differ greatly between the two genders; thus, making the analysis more complicated. While significant results were found for both male and female participants, future research should consider replicating this study with a different attitude (e.g., attitudes towards the elderly, obese, Blacks, etc.) to ensure that the findings generalize to different attitudes toward different groups.

In addition, future research should continue to investigate the roles that multiple motivations on social tuning. While having both affiliative motivation and perspective-taking motivation appeared to be redundant in our analyses, other forms of interpersonal motivations (i.e., epistemic motivation) have not been investigated in relation to affiliative motivation and/or perspective taking. This research would reveal if any other multiple motivators can increase a social tuning effect, or if only one motivator is necessary in all cases.

In conclusion, while a student may have to work with individuals with whom they do not fundamentally agree with, the motivation to get along will encourage them to behave more like their partner. Similarly, the ability to put themselves in their partner's "shoes" would also lead to presenting views more like their partner. Thus, these findings

suggest that individuals need some interpersonal motivation to tune towards their interaction partner (whether affiliative motivation, perspective taking, or both).

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Appendix A:

Trait and Attitude Survey

Instructions: To what degree do the following traits describe **you**? Please circle the appropriate response.

1. aggressive							
1	2	3	4	5	6	7	
not at all						very much	
2. arrogant							
1	2	3	4	5	6	7	
not at all						very much	
3. athletic							
1	2	3	4	5	6	7	
not at all						very much	
4. calm							
1	2	3	4	5	6	7	
not at all						very much	
5. caring							
1	2	3	4	5	6	7	
not at all						very much	
6. compassionate							
1	2	3	4	5	6	7	
not at all						very much	
7. competitive							
1	2	3	4	5	6	7	
not at all						very much	
8. complaining							
1	2	3	4	5	6	7	
not at all						very much	
9. confident							
1	2	3	4	5	6	7	
not at all						very much	
10. dependent							
1	2	3	4	5	6	7	
not at all						very much	
11. emotional							
1	2	3	4	5	6	7	
not at all						very much	
12. faithful							
1	2	3	4	5	6	7	
not at all						very much	
13. feminine							
1	2	3	4	5	6	7	

not at all							very much
14. good							
1	2	3	4	5	6	7	
not at all							very much
15. happy							
1	2	3	4	5	6	7	
not at all							very much
16. insensitive							
1	2	3	4	5	6	7	
not at all							very much
17. intelligent							
1	2	3	4	5	6	7	
not at all							very much
18. interesting							
1	2	3	4	5	6	7	
not at all							very much
19. lucky							
1	2	3	4	5	6	7	
not at all							very much
20. masculine							
1	2	3	4	5	6	7	
not at all							very much
21. moody							
1	2	3	4	5	6	7	
not at all							very much
22. outspoken							
1	2	3	4	5	6	7	
not at all							very much
23. powerful							
1	2	3	4	5	6	7	
not at all							very much
24. attractive							
1	2	3	4	5	6	7	
not at all							very much
25. sensitive							
1	2	3	4	5	6	7	
not at all							very much
26. selfish							
1	2	3	4	5	6	7	
not at all							very much
27. shy							
1	2	3	4	5	6	7	
not at all							very much
28. strong							
1	2	3	4	5	6	7	

not at all							very much
29. stubborn							
1	2	3	4	5	6	7	
not at all							very much
30. sweet							
1	2	3	4	5	6	7	
not at all							very much
31. talkative							
1	2	3	4	5	6	7	
not at all							very much
32. weak							
1	2	3	4	5	6	7	
not at all							very much

1
Strongly disagree

2

3

4

5

6
Strongly agree

Strongly disagree

Strongly agree

9. A woman should not let bearing and rearing children stand in the way of a career if she wants it.

1 2 3 4 5 6
Strongly disagree Strongly agree

10. Women should be more concerned with clothing and appearance than men.

1 2 3 4 5 6
Strongly disagree Strongly agree

Instructions: To what degree do the following traits describe **your partner**? Please circle the appropriate response.

- | | | | | | | | |
|-------------------------|---|---|---|---|---|---|-----------|
| 1. aggressive | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 2. arrogant | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 3. athletic | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 4. calm | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 5. caring | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 6. compassionate | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 7. competitive | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 8. complaining | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 9. confident | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 10. dependent | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 11. emotional | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 12. faithful | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 13. feminine | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 14. good | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| not at all | | | | | | | very much |
| 15. happy | | | | | | | |

1 2 3 4 5 6 7
not at all very much

16. insensitive

1 2 3 4 5 6 7
not at all very much

17. intelligent

1 2 3 4 5 6 7
not at all very much

18. interesting

1 2 3 4 5 6 7
not at all very much

19. lucky

1 2 3 4 5 6 7
not at all very much

20. masculine

1 2 3 4 5 6 7
not at all very much

21. moody

1 2 3 4 5 6 7
not at all very much

22. outspoken

1 2 3 4 5 6 7
not at all very much

23. powerful

1 2 3 4 5 6 7
not at all very much

24. attractive

1 2 3 4 5 6 7
not at all very much

25. sensitive

1 2 3 4 5 6 7
not at all very much

26. selfish

1 2 3 4 5 6 7
not at all very much

27. shy

1 2 3 4 5 6 7
not at all very much

28. strong

1 2 3 4 5 6 7
not at all very much

29. stubborn

1 2 3 4 5 6 7
not at all very much

30. sweet

1 2 3 4 5 6 7
not at all very much

31. talkative

1 2 3 4 5 6 7
not at all very much

32. weak

1 2 3 4 5 6 7
not at all very much

Instructions: In order to get a sense of your initial feelings toward your partner, we'd like you to answer the following questions. All of this information will remain confidential, and your partner will not see your responses.

1. How likeable does your partner seem?

1	2	3	4	5	6	7
not at all						very much

2. How motivated are you to get along with your partner?

1	2	3	4	5	6	7
not at all						very much

3. To what extent do you feel that you and your partner have things in common?

1	2	3	4	5	6	7
not at all						very much

4. How important is it for you to feel as though your partner likes you?

1	2	3	4	5	6	7
not at all						very much

5. How motivated are you to put yourself in your partner's shoes?

1	2	3	4	5	6	7
not at all						very much

6. How important is it for you to try to think about yourself from your partner's standpoint?

1	2	3	4	5	6	7
not at all						very much

7. To what extent have you tried preparing for the upcoming tasks by imagining how your partner will view you?

1	2	3	4	5	6	7
not at all						very much

8. To what extent are you able see the world through your partner's eyes?

1	2	3	4	5	6	7
not at all						very much

9. How easily are you able to take the perspective of your partner?

1	2	3	4	5	6	7
not at all						very much

10. How able are you to understand your partner's standpoint?

1	2	3	4	5	6	7
not at all						very much

11. How much does your partner value gender traditional people?

1	2	3	4	5	6	7
not at all						very much

12. How much does your partner value gender nontraditional people?

1	2	3	4	5	6	7
not at all						very much

13. How likely is it that your partner expects *you* to be gender traditional?

1	2	3	4	5	6	7
not at all						very much

14. How likely is it that your partner expects *you* to be gender nontraditional?
 1 2 3 4 5 6 7
 not at all very much
15. How much do you value gender traditional traits?
 1 2 3 4 5 6 7
 not at all very much
16. How much do you value gender nontraditional traits?
 1 2 3 4 5 6 7
 not at all very much

Please circle the appropriate response:

1. Are you: Male Female
2. Are you:
- African American/Black
 - Asian/Pacific Islander/South Asian
Please specify. _____
 - Caucasian/White
 - Latino/Hispanic
Please specify. _____
 - Middle Eastern
Please specify. _____
 - Native American/Alaska Native
 - Biracial/Mixed race.
Please specify. _____
 - Other. Please specify. _____

3. Are you currently a student?
 Yes No

- 3a. If Yes, what year in school are you?
 1st 2nd 3rd 4th-5th Graduate Student

It would be helpful for us to know, for future sessions, if the instructions given to you by the experimenter were understandable. Were the instructions clear?

Did anything in today's session strike you as odd or unusual?

Sometimes in studies in social psychology, participants believe there is more going on than meets the eye. It would be helpful to know if you felt that way about this particular session. What hypothesis did you think we were testing? Did thinking this influence your responses in any way?

When completing the short answer writing task, did anything strike you as odd or unusual?

When completing the survey, did anything strike you as odd or unusual?

Appendix B: Perspective Taking Prompt

1) Please imagine that your friend is having a rough day. They just got a terrible grade on an exam that they thought they had aced. On top of that, they locked themselves out of their car and had to wait over an hour for a locksmith to show up. Your friend knows that you are caring, empathetic, and can easily put yourself in other people's shoes, so they turn to you for support. What would you say to your friend?

2) Please imagine that you're making a movie about the life of a close friend of yours. What would be the most important things to show in order to give the audience a good sense of what it feels like to be in your friend's shoes?

Appendix C: Neutral Prompt

1) Please imagine you are at the National Zoo (located in Washington, D.C.). It is a nice day, the sun is shining and it is not too warm. Please describe the kinds of things you would do at the zoo.

2) Please imagine that you are shopping at the grocery store on a Sunday afternoon. You had made a list of groceries to pick up, but when you look in your pocket, you notice that you forgot the list. Instead of going home, which would waste a fair amount of time you decide to recreate the list from memory. What kinds of things would you do to recreate this list and buy groceries?

Appendix D: Debriefing Statement

We are interested in exploring the mechanisms behind a theory called social tuning, the adjustment of one's attitudes to match those of the social group. Specifically, we are interested in the interaction between affiliative motivation (the desire to get along) and perspective taking (the ability to see situations from another person's viewpoint) and how they affect social tuning.

Our research examines whether affiliative motivation or perspective taking have more of an impact on social tuning. In the experiment in which you participated, it is expected that participants will share or not share the viewpoint expressed by their partner (via the side of the debate they chose) based on a combination of perspective taking and affiliative motivation.

To examine how these two variables interact, we needed to manipulate a few things. The first was affiliative motivation. We manipulated this by informing you that you would either be interacting with your partner for 5 minutes (no affiliative motivation) or 30 minutes (high affiliative motivation). Also, we manipulated whether you were in the mindset to perspective take, which was accomplished by the essay task you completed—half of the participants received stories that made them perspective take and the remaining half received stories that did not. In addition, we also informed you were going to interact with a partner and that they had a particular attitude about the topic you would need to write about. This information was pre-determined and did not reflect anyone's actual beliefs in the study. In addition, we had to mislead you about the presence of a partner to ensure that you thought you would be interacting. At this time, we are in the preliminary stages of this research so we are not interested in the actual interaction. However, we will be interested in actual interactions in the future, so we ask that you refrain from telling your friends about this part of this study.

Please do not talk about this experiment with your friends, classmates, or other participants that you meet because it is part of an on-going series of experiments.

Thank you for your participation! If you have any questions about this experiment please feel free to contact Dr. Jeanine Skorinko (508) 831-5451, skorinko@wpi.edu

For more information on the importance of relationship motivation see:

Hardin, C. D., & Higgins, E. T. (1996). Shared reality: How social verification makes the subjective objective. In R. M. Sorrentino & E. T. Higgins (Eds.), *Handbook of motivation and cognition, vol. 3: The interpersonal context* (pp. 28-84). New York, NY: Guilford Press.

Figures

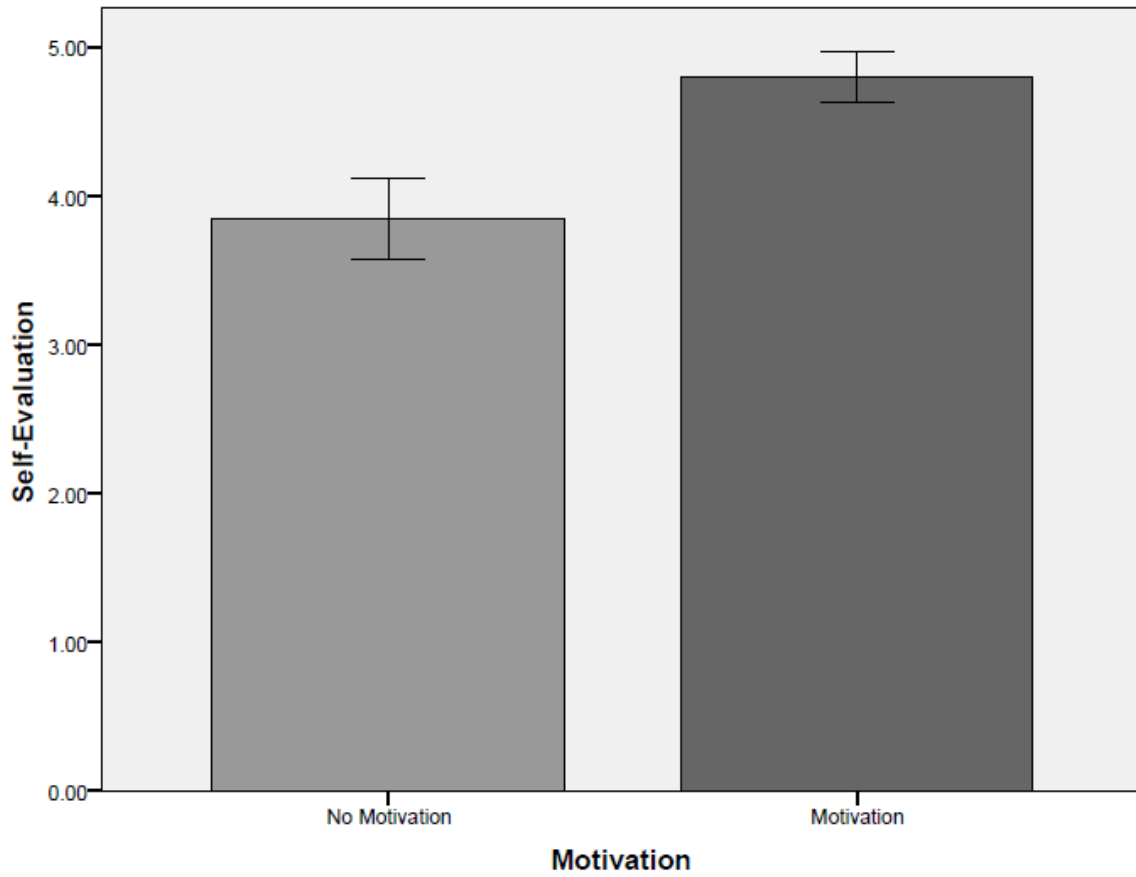


Figure 1. The effect of perspective taking (PT) and affiliative motivation (AM) on male participant's self-reported assessment of gender traditionally masculine traits.

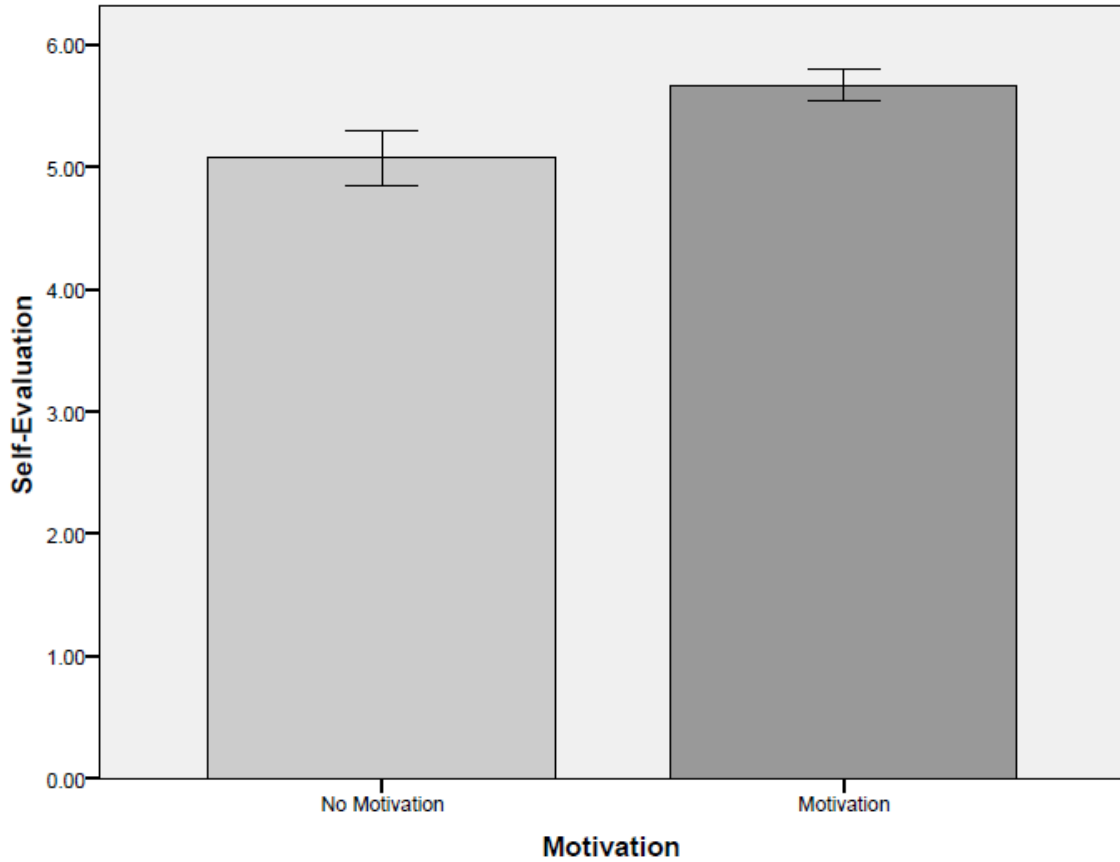


Figure 2. The effect of perspective taking (PT) and affiliative motivation (AM) on female participants' self-reported assessment of gender traditionally feminine traits.

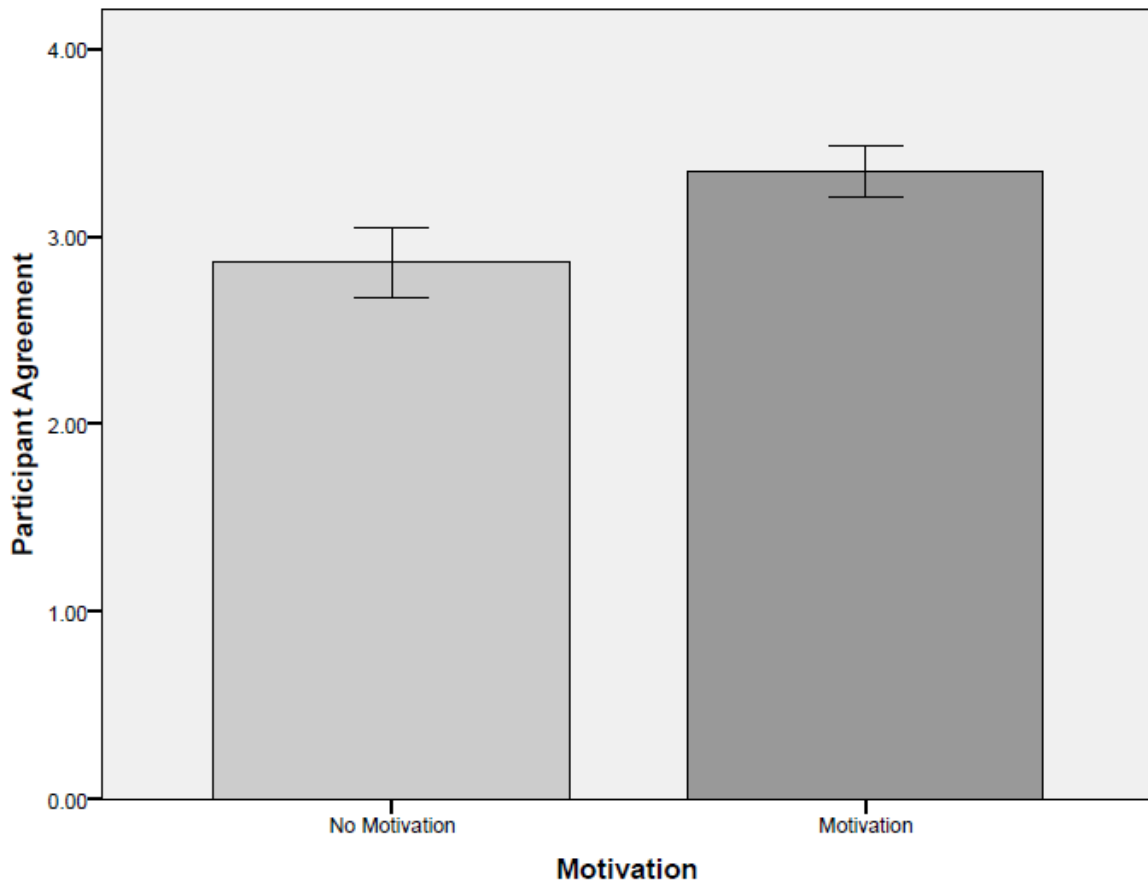


Figure 3. The effect of Perspective Taking (PT) and Affiliative Motivation (AM) on gender traditional attitudes.

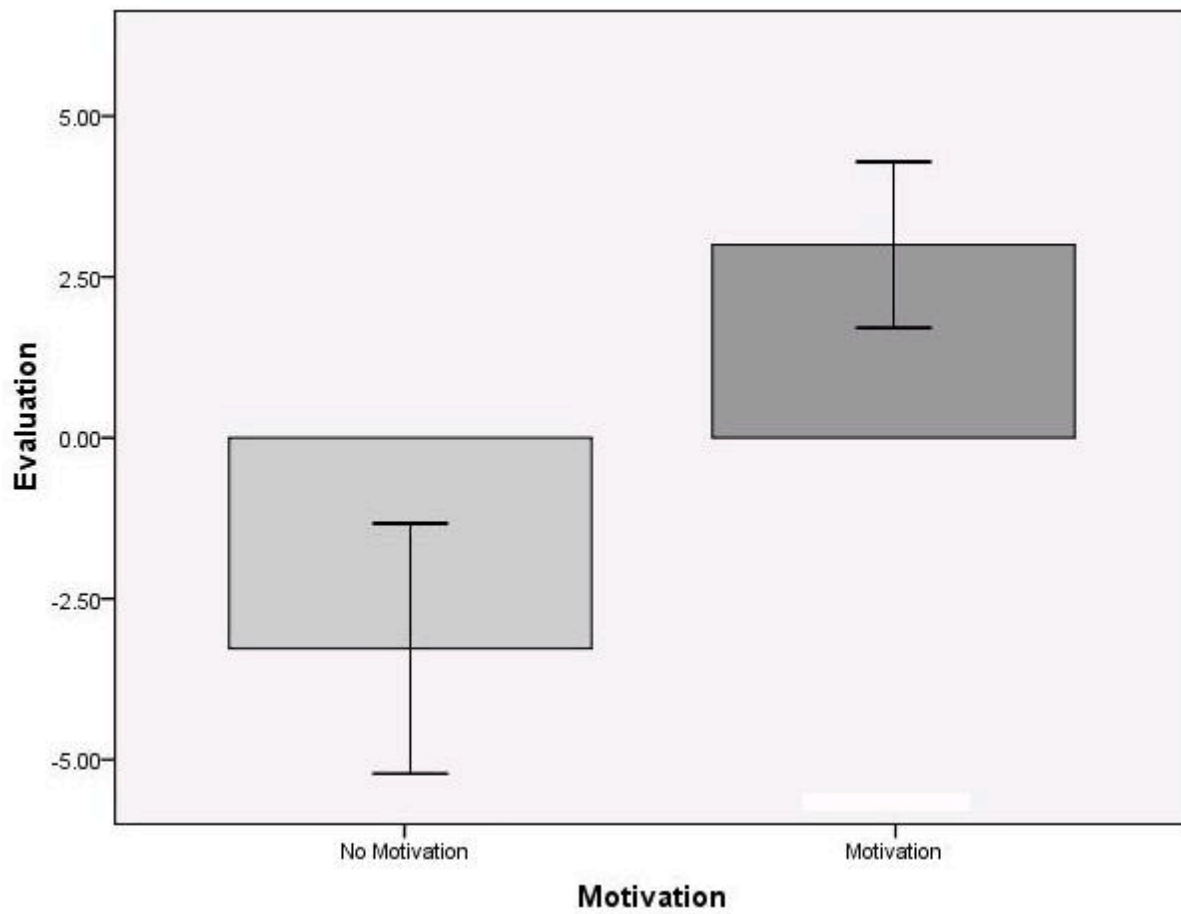


Figure 4. The effect of Perspective taking (PT) and Affiliative Motivation (AM) on perceived similarity with partner (self-other overlap) on gender traditionally masculine traits.