



EXAMINING STEREOTYPICAL INFLUENCE ON PERCEPTIONS OF OTHERS' BEHAVIORS

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INTRODUCTION

Question: To what extent are stereotypes shaping our spontaneous impressions about other people's behaviors (STIs: Spontaneous Trait Inferences)?

Background: Research in this area has revealed that STIs are influenced by various factors, including cognitive processes and situational cues. Additionally, the role of stereotypes in shaping STIs has been a subject of significant interest. Stereotypes, cognitive structures containing information about typical characteristics of social groups, can profoundly impact how individuals perceive and interpret behaviors.¹

Hypothesis: Due to the pervasive influence of stereotypes on social cognition, we predict that individuals will demonstrate biased interpretations of others' behaviors, even when these behaviors are straightforward or simplistic.

STIMULUS GENERATION: CRITICAL TRIALS

Exposure Phase.

Test Recognition Phase



STI Match-Stereotype Match

He is an editor. When cooking, he would meticulously measure every ingredient for a perfect product.



Detail-Orientated



STI Match-Stereotype Mismatch

She is a professor. She came in last place in the city-wide science contest.



Dumb



STI Mismatch Stereotype Match

She is an author. She solved the puzzle exactly like everyone else had done.

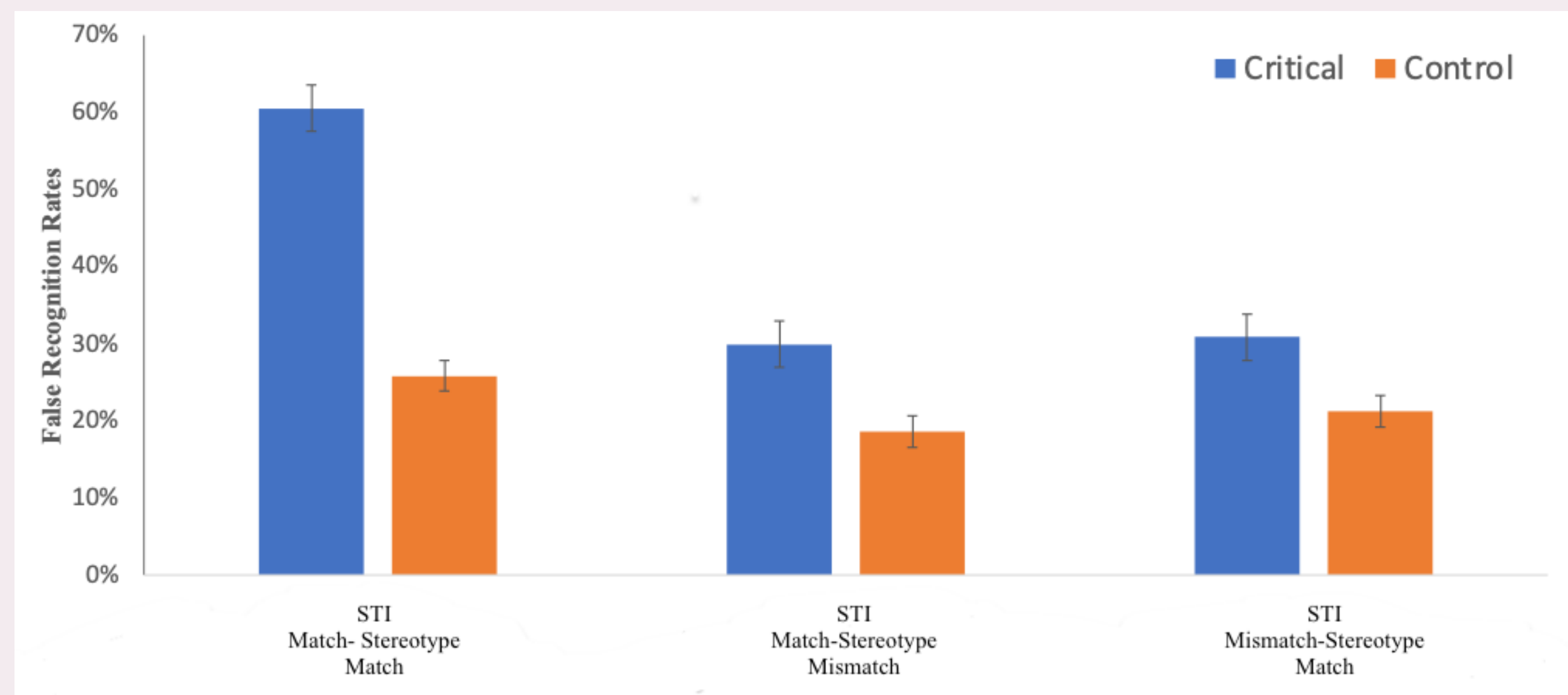


Creative

METHODS

- Occupation Identification:**
 - Participants will be presented with an occupation and asked to identify the implied trait associated with this occupation (e.g., librarian - quiet).
- Behavior Selection:**
 - A specific behavior implying a trait will be chosen for the occupation (e.g., behavior of refusing to sing a song at karaoke, implying the trait of being quiet).
- Trait Implication Assessment:**
 - Participants will be asked to evaluate the likelihood that the chosen behavior implies the trait associated with the occupation (e.g., participants will rate how likely it is for a quiet person to refuse to sing at karaoke night).
- Stereotype Consistency Evaluation:**
 - Participants will assess the extent to which the chosen behavior is consistent with the stereotype associated with the occupation. This involves determining the likelihood of the behavior being characteristic of individuals in that occupation (e.g., how characteristic it is for librarians to refuse to sing at karaoke night).
- Trait Measure Preparation:**
 - After running pilot tests to gather data on stereotype-consistent and stereotype-inconsistent behaviors, the selected behaviors will be incorporated into a paradigm for the main study. This paradigm involves two phases.
 - A. Exposure phase:** Presenting participants with images paired with behaviors, such as showing a picture of a librarian along with the behavior of refusing to sing at karaoke night for a brief exposure time (e.g., 10 seconds).
 - B. Test recognition phase:** Asking participants whether they have seen specific words in the actors' behaviors. False recognition → STI's

PREDICTED RESULTS



In line with previous research findings, we expect participants to exhibit a greater tendency to associate implied traits with stereotypical behaviors compared to counter-stereotypical behaviors. Specifically, participants will be more likely to falsely recognize the implied traits from stereotypical behaviors than counter-stereotypical behaviors, indicating a replication of the patterns observed by prior studies.²

Moreover, when confronted with counter-stereotypical (vs. stereotypical) behaviors, participants will be less inclined to falsely recognize stereotypical traits associated with the occupation of the actor. This suggests that individuals incorporate behavioral cues into their impression formation process. However, when confronted with counter-stereotypical (vs. stereotypical) behaviors, participants will also be less inclined to falsely recognize the counter-stereotypical traits (STIs). This suggests that individuals also incorporate stereotypical cues into their impression formation process.

REFERENCES

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