Lecture Outline
Schemas Part 2

Schemas: Types & Models

Feedback on Exam 1

Schema Types
Person Schemas: Who are you?

Beliefs about personality types:
- Traits that co-occur in others
  - Extroverts are outgoing and friendly
  - Introverts are quite and shy
- Behaviors that characterize personality types
  - Extroverts go to big parties
  - Introverts go to small gatherings

Function: Help people draw inferences about others

Schema Types
Self Schemas: Who am I?

Everything one knows and can imagine about oneself
- Traits characteristic of oneself
- Memory of one’s past
- Expectations for one’s future self

Function: Help organize, guide, and interpret incoming information

Self-Schemas

**Schematic:** clear self-view on a dimension
- Important and central to one’s self-concept

**Aschematic:** unclear self-view on a dimension
- Not important and not central to one’s self-concept
Purpose: Test whether self-schemas help people process information.

Prediction: People will process information more quickly when they are schematic than aschematic on a dimension.

1. Assessed if participants were schematic or aschematic on (in)dependence.
   - Schematics: extreme (in)dependence
   - Aschematics: moderate (in)dependence

2. Participants indicated as quickly as possible whether a series of traits described them.

3. Expectations about typical behavior.

Conclusion: Self-schemas enable one to process self-relevant information more quickly.

Schema Types
Role Schemas:
What are they like?

Norms and expectations about particular roles in society:
- Waitresses take food orders
- Doctors cure the ill

Function:
- Help people draw inferences
- Simplify social information
Role Schemas

**Achieved roles:** acquired through effort and training
- pro-basketball player
- college student

**Ascribed roles:** acquired through birth
- gender
- ethnicity

Schema Types

**Event Schemas:**
What happens here?

Expected sequence of events
- going to class
- going to the gym

**Function:**
- Help people anticipate what happens next
- Help people achieve next step in sequence via planning and goal setting

Models of Person & Role Schemas

1. **Associative Network Models**

Schemas organized as web of features:
- Nodes = features
- Links = association between features

Associative Network Models

- Protests unfair treatment
- Won’t pay rent until house painted
- Hits
- Punches
- Lawyer
- Professor
- Well dressed
- Competitive
- Intelligent
- Aggressive
- Curses
Activation of Nodes

Context affects a node’s level of activation

Activation of Nodes

Adjacent nodes activate each other

(Callled Spreading Activation)

Activation of Nodes

Nodes can be simultaneously activated by multiple other nodes

Activation of Nodes

More activation = node has more effect on processing

(e.g., memory, inferences)
Activation of Nodes

Activation decays gradually

Limitation:

Activation continues indefinitely

Here’s how...........

Associative Network Models

Protests unfair treatment

Wants nice house

Won’t pay rent until house painted

Hits

Punches

Aggressive

Curses

Lawyer

Professor

Well dressed

Competitive

Intelligent

BUT......

Aggressive is not associated with Professors

Thus, model breaks down
Models of Person & Role Schemas

2. Parallel Constraint Satisfaction Models

Schemas organized as web of features:
- ▲Nodes = features
- ▲Links = association between features

Parallel Constraint Satisfaction Models

Same as Associative Network Models except:
- ■Excitatory (Positive) AND Inhibitory (Negative) links

Parallel Constraint Satisfaction Models

Excitatory (Positive) Links:
- Nodes activate each other
  ▲Aggressive activates Lawyer

Inhibitory (Negative) Links:
- Nodes deactivate each other
  ▲Professor deactivates aggressive

Parallel Constraint Satisfaction Models

Excitatory (Positive) Links:
- Nodes both activated or deactivated
  ▪When Aggressive activated, Lawyer activated

- When Aggressive deactivated, Lawyer deactivated
Parallel Constraint Satisfaction Models

**Inhibitory (Negative) Links:**

One node activated, one deactivated

- When Professor activated, Aggressive deactivated
- When Professor deactivated, Aggressive activated

Models of Person & Role Schemas

3. Continuum Model of Impression Formation

Explains how people form impressions of others

Continuum Model: Main Ideas

- Schemas conserve mental resources (attention)
- Impression formation is a continuum of processes
- Each process requires more mental effort (attention) than the one before it
- Each process reflects less influence of schema than one before it

Point 1: Initial Categorization

- Categorize target
- Warrant further processing?
- Stop processing and base impression on schema OR move to next point
Point 2: Confirmatory Categorization

- Match target to category
- If match good:
  - ▲stop processing
  - ▲use schema to form impression
- If match poor:
  - ▲allocate more attention to person
  - ▲move to next point

Point 3: Recategorization (subtyping)

- Match target to subtype
- If match good:
  - ▲stop processing
  - ▲use subtype to form impression
- If match poor:
  - ▲allocate more attention to person
  - ▲move to next point

Point 4: Piecemeal Integration (individuation)

- Attend very closely to person
- Base impression on person’s personal characteristics
- Schema has no effect on impression

Assumptions of Continuum Model

People are cognitive misers:

- First try to base impression on a schema (this conserves resources)
- Only base impressions on another’s personal attributes (this expends resources) when schemas do not work
Continuum Model: Moderators

**Moderator:** a factor that changes the strength of a relationship

- Schemas influence impressions
- Attention moderates this relationship
  - Schemas influence impressions more strongly when attention is low than high

Attention as Moderator

Ways to vary attention:
- outcome dependence
- accountability
- accuracy motivation
- Circadian cycles of arousal

Terms:
- Perceiver: person forming an impression
- Target: person about whom impression is formed

Circadian Cycles of Arousal

Morning Types:
- Reach functional peak early in day

Evening Types:
- Reach function peak late in day
**Circadian Cycles Study**  
(Bodenhausen, 1990)

**Predictions**

**Morning Types**
- high attention early in day  
  Stereotyping low
- low attention late in day  
  Stereotyping high

**Evening Types:**
- low attention early in day  
  Stereotyping high
- high attention late in day  
  Stereotyping low

**Manipulations:**
- Suspect: Hispanic or White
- Time of ratings: early or late in day

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**Who should stereotype more late in the day?**

**Who should stereotype more early in the day?**