Lecture Outline
Schemas Part 2

Schemas: Types & Models

Feedback on Exam 1

Schema Types
Person Schemas: Who are you?

Beliefs about personality types:
- Extroverts are outgoing and friendly
- Introverts are quiet 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

Self-Schema Study
Markus, 1977

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

Self-Schema Study
Markus, 1977

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
Self-Schema Study
Markus, 1977
1. Schematic-Independents responded faster to independent than dependent traits
2. Schematic-Dependents responded faster to dependent than independent traits
3. Aschematics responded similarly to independent and dependent traits

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

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
- Lawyer
- Professor
- Competitor
- Competitive
- Well-dressed
- Aggressive
- Weak
- Likes
- Wanted new house
Activation of Nodes
Context affects a node's level of activation

Activation of Nodes
Adjacent nodes activate each other
(Called 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

Associative Network Models
Limitation:
Activation continues indefinitely
Here's how........
Associative Network Models

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

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

Parallel Constraint Satisfaction Models

Excitatory (Positive) Links:
Nodes both activated or deactivated
● 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

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### Models of Person & Role Schemas

#### 3. Continuum Model of Impression Formation

Explains how people form impressions of others

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### 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

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### Point 1: Initial Categorization

- Categorize target
- Warrant further processing?
- Stop processing and base impression on schema OR move to next point

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### 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

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### 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

**Schema has:**
- stronger effect on impression when attention low
- weaker effect on impression when attention 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
Predictions
Morning Types:
- High attention early in day
- Low attention late in day

Evening Types:
- Low attention early in day
- High attention late in day

Circadian Cycles Study
(Bodenhausen, 1990)

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

Who should stereotype more late in the day?

Who should stereotype more early in the day?