

## Chapter 6: Attribution Processes

1. Draw the diagrams for the Trope's and Quattrone's stage models of attribution process and describe their differences and similarities (See pages 166-167)
2. According to Bem's self-perception theory, propose a reward model for kids in a school that would be most beneficial for encouraging intrinsic (vs. extrinsic) motivations to behave appropriately and get high grades
  - a. Given Bem's assumption that we observe our own behavior to infer our attitudes, it would be useful to create an incentive structure that does not lead kids to make attributions of extrinsic motivation. For example, for kids who show an interest in learning and are well-behaved without incentives should not be given very large incentives to maintain this behavior. For kids who need such incentives to improve their behavior, a system could be set up such that these incentives become smaller over time as the kids improve. This way, they will not attribute their behavior to the external rewards that might not always be available.
3. Schachter's work proposes the idea that attributions for arousal are somewhat malleable, and that emotional reactions to threat have the potential to be reduced by reattributing the threat to a neutral or less threatening source. Was this misattribution predictions shown to be empirically supported? Provide reasons as to why or why not and describe what is necessary for misattribution effects to occur.
  - a. Misattribution effect not shown to be reliable or powerful enough to produce significant clinical applications.
  - b. Reasons: 1) people motivated to do a search of what is causing the state; 2) people more likely to attribute arousal to a negative source than a more positive or neutral one.
  - c. Necessary: 1) alternative source of arousal that is plausible, unambiguous and salient; 2) actual cause of arousal not obvious; 3) person must believe misattribution source to have more impact on arousal than it actually does.
4. List and describe the three dimensions that underlie causal attributions for successes and failures, according to Weiner's attributional model of motivated behavior (See page 164)
5. Using Kelley's ANOVA model analysis, provide an example of a case in which a behavior would result in an entity attribution. Indicate the distinctiveness, consistency, and consensus elements of your example that result in this entity attribution. You may use as templates some of the example behaviors used in the book (e.g., Ralph tripping over Joan's feet; A young man being ignored while his date flirts with other men). See pages 158 – 160)
6. List and explain two of the most widely studied attributional biases (see pages 169 – 175)
  - a. The fundamental attribution error: The tendency to over-attribute another person's behavior to dispositional causes.
  - b. The self-centered attribution bias: The tendency to take more than one's share of credit for a jointly produced outcome