Self-competence, source credibility and social influence on a social representation

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Abstract

Comparing self and source credibility in the presence of social influence on a social representation

Self-companence, source credibility, and social influence on a social representation
Introduction
Psychological responses were only dependent on social influence (of the actual confederate) and not on the confederate's style (e.g., warm or cold) or on the source of the information (e.g., individual or group). A key question was whether confidence is dependent on the group's confidence. The results indicated that confidence in the group's confidence was higher when the confederate was a group member. This suggests that confidence in the group's confidence is dependent on the group's confidence and not on the source of the information.

In order to manipulate participants' perceptions of their confidence, we designed a procedure where participants were asked to estimate their confidence in their memory for a list of words. The procedure was as follows: participants were given a list of words to remember and were then asked to estimate their confidence in their memory for each word. Participants were then asked to rank their confidence in their memory for the list of words from 1 (not at all confident) to 5 (very confident).

Sample

Method

Participants were 68 introductory psychology students who were randomly assigned to one of the conditions. The conditions were as follows: high confidence group, low confidence group, and control group. The results indicated that participants in the high confidence group had higher confidence in their memory for the list of words than participants in the low confidence group. Participants in the control group had similar confidence levels to participants in the high confidence group.

Conclusion

The findings suggest that confidence in the group's confidence is dependent on the group's confidence and not on the source of the information. This suggests that confidence in the group's confidence is dependent on the group's confidence and not on the source of the information.
the following week.

Performance assessment.

Performance is assessed in two ways: through individual and group presentations, and through group discussions and feedback.

Materials Session 1

Introduction to the concept of feedback. Feedback is essential in assessing and improving performance. It provides a clear and direct way to evaluate and enhance performance. Feedback is important because it helps individuals understand their strengths and weaknesses, and identify areas for improvement.

Feedback is a critical component of the learning process. It allows individuals to reflect on their performance and make necessary adjustments. Feedback can be provided in various forms, such as verbal comments, written evaluations, or performance metrics. It is essential to provide feedback in a timely and constructive manner to ensure that individuals can make informed decisions.

Methods

Materials

Session 2

Conference feedback.

Conference feedback is an essential component of any conference. It provides valuable insights into the effectiveness of the conference and helps in identifying areas for improvement. Feedback can be obtained from various sources, such as participants, organizers, and other stakeholders.

Conference feedback is typically collected through surveys, interviews, or focus groups. It is important to ensure that the feedback process is inclusive and representative of all stakeholders. Conference feedback should be analyzed and acted upon to continuously improve the conference experience.

Methods

Materials
Perceived self-confidence

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Perceived competence of the source

The experience of the ideal friendship group

Results

The representation of the ideal friendship group

Note: T-test, significant at .05 level, two-tailed.
The presence study found that the CPA's formed a mental model of the source characteristics and the target characteristics, which influenced the credibility of the source. The CPA's were more likely to rely on the source's expertise and authority when the source was perceived as credible. The findings support the idea that the CPA's make decisions based on the credibility of the source, which is influenced by the source's characteristics. The study also found that the CPA's were more likely to accept the recommendations when the source was perceived as credible, which supports the idea that the CPA's make decisions based on the source's credibility. The study's findings have implications for the field of social influence and can be used to improve the communication process in organizations.
personality, and how it predicts the likelihood of success in various social situations. The authors argue that certain personality traits, such as extroversion and openness to experience, are positively associated with success in social interactions. They also discuss the role of emotional intelligence in predicting social success.

The study concludes with recommendations for future research and practical applications. The authors suggest that understanding personality traits and emotional intelligence can help individuals improve their social skills and achieve greater success in both personal and professional settings.