



Close Relationship





Relationship

❖ Why do people like or dislike each other?

- Are they similar or dissimilar to us in important ways?
- Do we find them physically attractive?
- Are they pleasant and fun to be with or unpleasant and annoying?

Need to Belong

- ❖ People have a fundamental, strong, and pervasive motivation to form and maintain at least a certain minimum number of social relationships.
 - A person wants a framework of mutual concern and caring that extends into the past and future.
 - The person wants a series of non-negative interactions.

- ❖ To be accepted by others is fundamental to our psychological well-being
 - A review of medical research found that mortality rates for *all* major causes of death were higher among people who lacked social bonds than for people who were well connected to other people (Lynch, 1979)

- ❖ Being “left out” by others hurts
 - It leaves people with the sense that they have lost control and makes them feel both sad and angry

Individual differences in Need to belong



- ❖ There are some people who claim to have little or no need for emotional attachments to others
- ❖ Tend to avoid close relationships
- ❖ *Attachment style*
 - The ways in which we form emotional bonds and regulate our emotions in close relationships.
 - The degree of security an individual feels in interpersonal relationships.
- ❖ Two basic attitudes about self
 - *Self-esteem*
 - *Interpersonal trust*

Four basic attachment styles

- ❖ **Secure attachment style**
 - High self-esteem
 - High interpersonal trust
- ❖ ***Fearful-avoidant attachment style***
- ❖ ***Preoccupied attachment style***
- ❖ ***Dismissing attachment style***



External Sources of Attraction

- ❖ Proximity
- ❖ Familiarity
- ❖ Physical Beauty

Proximity

❖ The physical closeness between two individuals with respect to

- where they live
- where they sit in a classroom
- where they work

❖ Repeated Exposure Effect

- Frequent contact with any mildly negative, neutral, or positive stimulus results in an increasingly positive evaluation of that stimulus
 - Positive affect
 - Development of mutual attraction

Familiarity

❖ Repeated Exposure Effect

- Frequent contact with any mildly negative, neutral, or positive stimulus results in an increasingly positive evaluation of that stimulus

❖ In an experiment by Moreland & Topolinski (2010), Female assistants attended class

- First assistant attended class 15 times during the semester
- Second assistant attended class 10 times during the semester
- Third assistant attended class 5 times during the semester
- Fourth did not attend the class at all
- At the end of the semester, the students were shown slides of the four assistants and asked to indicate how much they liked each one.
- Results indicated that the more times a particular assistant attended class, the more she was liked. In this and many other experiments, repeated exposure was found to have a positive effect on attraction.

Physical Beauty

❖ Physical features play important role in attraction

- Red has been associated with increased attractiveness, at least for women
- Heterosexual males are more likely to be attracted by females who possess certain facial markers indicating pubertal maturation
 - Lower levels of androgen exposure, such as large eyes and a narrow jaw line

❖ Langlois and Roggman (1990) used composite images to study attractiveness

- They used computer digitizing to combine multiple facial photographs into a photo of one face.
- An Average face is seen as more attractive than the individual faces that were averaged.
- As the number of faces contributing to the average increases, the attractiveness of the composite increases.

Similarity/dissimilarity in attraction

❖ Similarity-Dissimilarity Effect

- The consistent finding that people respond positively to indications that another person is similar to themselves and negatively to indications that another person is dissimilar from themselves

❖ Attitude Similarity

- The extent to which two individuals share the same attitude

❖ Proportion of Similarity

- The number of topics on which two people express similar views is divided by the total number of topics on which those two people have communicated, resulting in a proportion that can be used to predict attraction

Triangular model of love Sternberg's (1986)



Liking = Intimacy Alone

(true friendship without passion or long-term commitment)

Romantic Love = Intimacy + Passion

(lovers physically and emotionally attracted to each other but without commitment, as in a summer romance)

Companionate Love = Intimacy + Commitment

(long-term committed friendship such as a marriage in which the passion has faded)

Consummate Love = Intimacy + Passion + Commitment

(a complete love consisting of all three components—an ideal difficult to attain)

Infatuation = Passion Alone

(passionate, obsessive love at first sight without intimacy or commitment)

Fatuous Love = Passion + Commitment

(commitment based on passion but without time for intimacy to develop—shallow relationship such as a whirlwind courtship)

Empty Love =

Decision/Commitment Alone

(decision to love another without intimacy or passion)

FIRO B

- ❖ **Fundamental interpersonal relationship orientation – Behavior (FIRO-B)**
- ❖ **Categorizes relationship preferences into**
 - Inclusion
 - Control
 - Affection
- ❖ **On two aspects**
 - Expressed behavior
 - Wanted behavior

FIRO B



Dimension/Need	Inclusion (I)	Control (C)	Affection (A)
Expressed (e)	The extent to which you make an effort to include others in your activities, to join and belong to groups, and to be with people	The extent to which you make an effort to control and influence others or situations, to organize and direct others, and to assume responsibility	The extent to which you try to get close to people and to engage them on a personal level; your degree of comfort in being open with and supportive of others
Wanted (w)	The extent to which you want others to include you in their activities and to invite you to join or belong to groups; the extent to which you want to be noticed	The extent to which you are comfortable working in well-defined situations with clear expectations and instructions	The extent to which you want others to act warmly toward you and to take a personal interest in you; the extent to which you want others to share things with you and to encourage you

Source: Adapted from Schnell and Hammer (1993). Used with permission.

FIRO B



Dimension/Need	Inclusion (I)	Control (C)	Affection (A)
Expressed (e)	<ul style="list-style-type: none"> • Inviting others to join in your activities • Involving others in projects and meetings • Incorporating everyone's ideas and suggestions • Taking a personal interest in others 	<ul style="list-style-type: none"> • Assuming positions of authority • Managing the conversation • Attempting to influence others' opinions • Establishing policies and procedures 	<ul style="list-style-type: none"> • Reassuring and supporting others • Showing concern about others' personal lives • Sharing your personal opinions and feelings with others • Being trustworthy and loyal
Wanted (w)	<ul style="list-style-type: none"> • Getting involved in high-profile activities and projects • Doing things to get noticed • Going along with the majority opinion • Wearing distinctive clothing 	<ul style="list-style-type: none"> • Deferring to the wishes, needs, and requests of others • Asking for help on a job • Raising issues for others to consider or decide • Involving others in decisions 	<ul style="list-style-type: none"> • Being flexible and accommodating • Listening carefully to others • Trying to please others • Making yourself available to others

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Phase I



❖ Academic Interest

- Name your Academic Interest (3)
- What aspect of your Academic Interest do you find interesting?
- Why do you find your Academic Interest interesting?
- What are the factors that led you to develop interest in Academic interest?

❖ Non-Academic interest

- Name your Non-Academic Interest
- What aspect of your Non-Academic Interest do you find interesting?
- Why do you find your Non-Academic Interest interesting?
- What are the factors that led you to develop interest in Non-Academic interest?


