

Communication and In-group Working Skills (cont.)



2. Cooperation





The Prisoner's Dilemma

The Prisoner's Dilemma

Imagine that you are a participant in a social experiment. As you sit down, you are told that you will be playing a game with another person in a separate room.



The other participant is also part of the experiment but the two of you will never meet. In the experiment, there is the possibility that you will be awarded some money.

The Prisoner's Dilemma

Both you and your unknown partner are required to make a choice: either choose to “cooperate,” maximizing your combined reward, or “defect”, (not cooperate) and thereby maximize your individual reward.



The choice you make, along with that of the other participant, will result in one of 3 unique outcomes to this task, illustrated in the next slide.

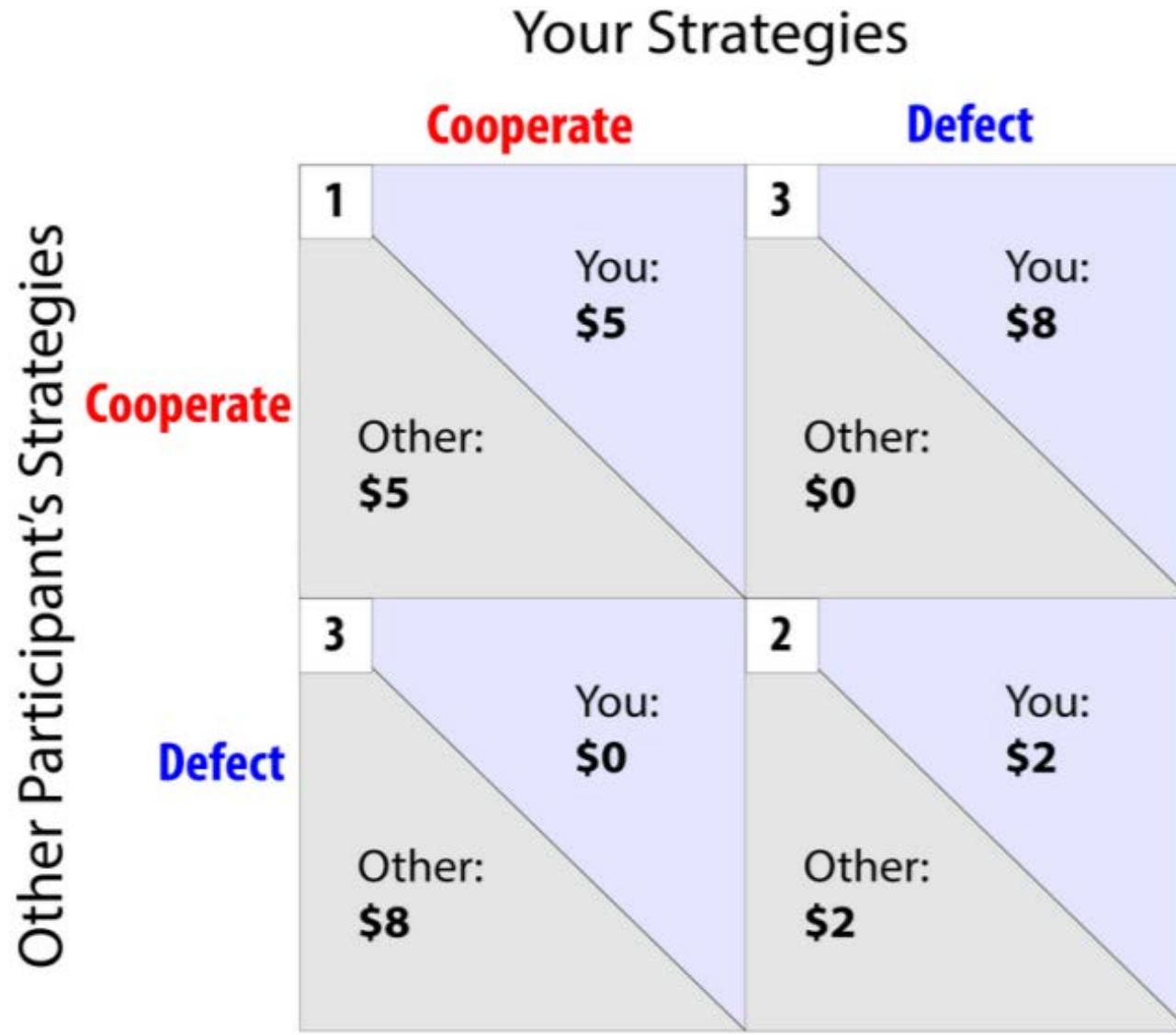


Figure 1. The various possible outcomes of a prisoner's dilemma scenario

Which strategy would you choose?

Individual Differences in Cooperation

★ Social Value Orientation (SVO)

01

Cooperative
Orientation

To want to bring about
positive outcomes for all

02

Individualistic
Orientation

To be less concerned about
the outcomes of others

03

Competitive
Orientation

To seek to undermine others
in order to get ahead

	Competitive orientation	Cooperative orientation	Individualistic orientation
<i>SVO decomposed game</i>	A	B	C
You get	500	500	550
Other gets	100	500	300

Distributions of resources between oneself and an “OTHER”

Individual Differences in Cooperation

★ Empathic Ability

Empathy is the ability to feel and understand another's emotional experience. When we empathize with someone else, we take on that person's perspective, imagining the world from his or her point of view and vicariously experiencing his or her emotions

(Davis, 1994; Goetz, Keltner, & Simon-Thomas, 2010).



Feelings of empathy lead to greater levels of cooperation. Research shows that even young children cooperate more when experiencing feelings of empathy. [Image: US Army, <https://goo.gl/psWXOe>, CC BY 2.0, <https://goo.gl/BRvSA7>]

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- ★ Communication
 - ★ Commitment
 - ★ Trust
 - ★ Group Identification
 - ★ Culture
-

Situational Influences of Cooperation



Discussion Questions

1. Which groups do you identify with? Consider sports teams, hometowns, and universities. How does your identification with these groups make you feel about other members of these groups? What about members of competing groups?
2. Thinking of all the accomplishments of humanity throughout history which do you believe required the greatest amounts of cooperation? Why?
3. In your experience working on group projects - such as group projects for a class - what have you noticed regarding the themes presented in this module (eg. competition, culture, cooperation, trust)? How could you use the material you have just learned to make group projects more effective?

Communication and In-group Working Skills (cont.)

3.
Personal
Identity



Chapter outlines

- Assessing Your Values
- Stages of Life
- Student Responsibilities
- College vs. High School

1. Identify personal values and align them with educational goals
2. Use personality tests and/or skills inventories to evaluate career paths that match your values and interests
3. Describe the responsibilities of college student life and how they differ from high school or early career life



LEARNING OBJECTIVES

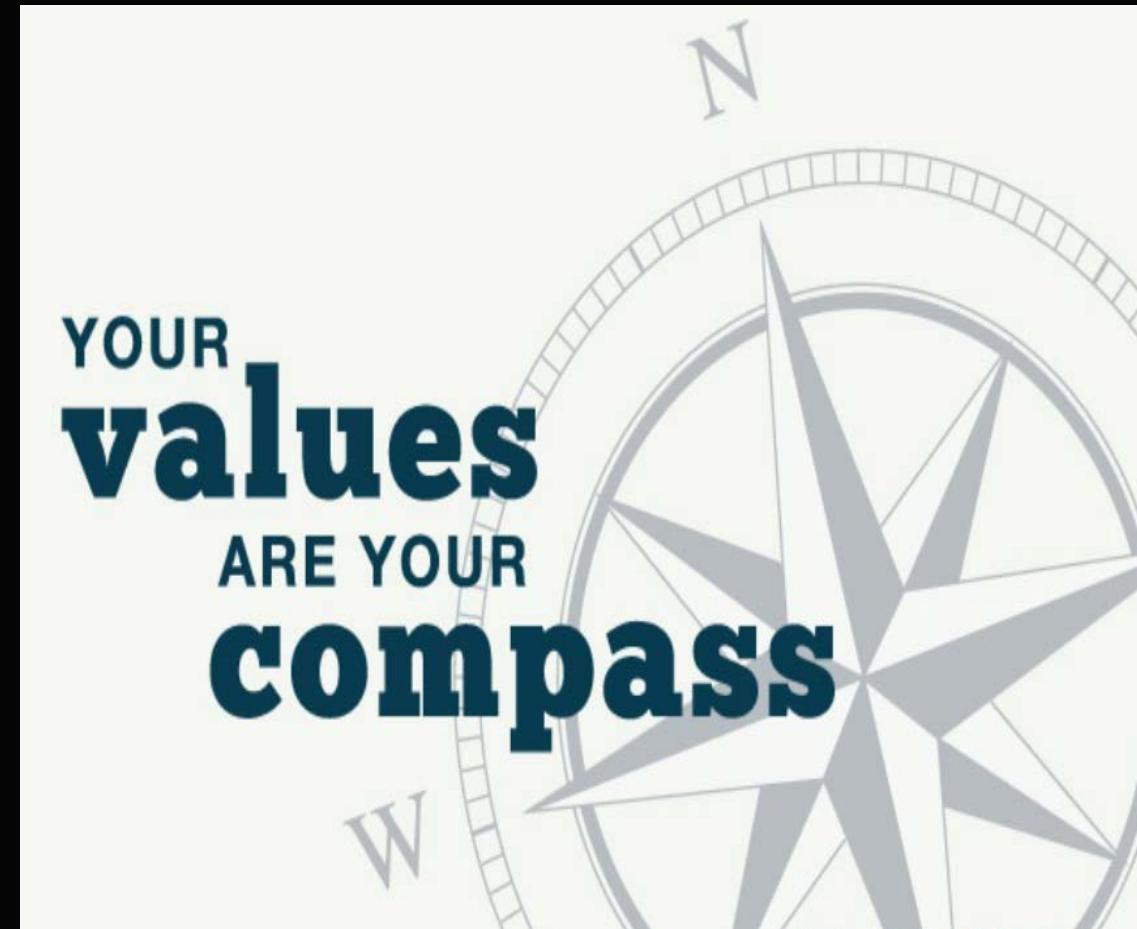


Man's main task in life is to give birth to himself, to become what he potentially is. The most important product of his effort is his own personality.

- Erich Fromm, psychologist

Assessing Your Values

- Your personal values are your core beliefs and guiding principles. They shape the roles you play in daily life.
 - Your values are your compass that help you make decisions and choices.
-



Assessing Your Values

- What are your values, then?
 - Which are most important to you, and which are least important?
 - How do your values fit into your educational goals?
 - How do your educational goals relate to your future career?
-





ACTIVITY

ASSESS YOUR PERSONAL IDENTITY AND VALUES

[ISEEK Career Cluster Interest Survey:](#)

<https://careerwise.minnstate.edu/careers/clusterSurvey>

[Values Clarification Questionnaire:](#)

http://www.theinsite.org/me/my_way/values_questionnaire_alias.html

Stages of Life

A close-up photograph of a young plant, likely a fern, growing out of a dark, textured rock. The plant has a thin green stem and two bright green, tightly coiled leaves (cotyledons) at the top. The background is blurred, showing more of the same rock surface.

Keep in mind that your personal values and interests can and do **change** as you get older.



Stages of Life

- For example:
- College students, ages 18–26, tend to make choices that are tentative (more short-range) and support a desire for autonomy.
- During ages 27–31, young adults may rethink decisions and lean toward more permanent choices.
- In ages 32–42, adults tend to have a greater sense of commitment and stability, as shown by their choices.

A photograph of two students, a young man and a young woman, sitting at a desk and studying together. The man is wearing glasses and headphones around his neck, while the woman looks on. They are looking at an open book or document. The background is slightly blurred.

Student Responsibilities

Research has shown that students who get involved in career-planning activities:

- stay in college longer,
- graduate on time, improve their academic performance,
- tend to be more goal focused and motivated,
- and have a more satisfying and fulfilling college experience.

This is why an important first step in college is examining your personal identity and values.

A photograph of two students, a young man and a young woman, sitting at a desk and studying together. The man is wearing glasses and headphones around his neck, while the woman is looking down at a book. They are surrounded by various school supplies like pencils and notebooks.

Student Responsibilities

Activity

Step 1: Examining your values

Step 2: The importance of committing to your responsibilities as a student.

- *What are your new student responsibilities?*
- *Are they financial?*
- *Course specific?*
- *Social?*
- *Health related*
- *Ethical?*
- *What exactly is expected of you?*



Overall, you demonstrate that you are a responsible student when you do the following:

- Uphold the values of honesty and academic integrity.
- Arrive on time and prepared for all classes, meetings, academic activities, and special events.
- Give attention to quality and excellence in completing assignments.



Completing Assignments

Whether you have one big assignment or many little ones, planning will help. It gives you time to complete your assignments *and* do the other things you want to do.



Overall, you demonstrate that you are a responsible student when you do the following (cont.):

- Allot sufficient time to fulfill responsibilities outside of class.
- Observe etiquette in all communications, giving respect to instructors, fellow students, staff and the larger college community.
- Take full advantage of college resources available to you.

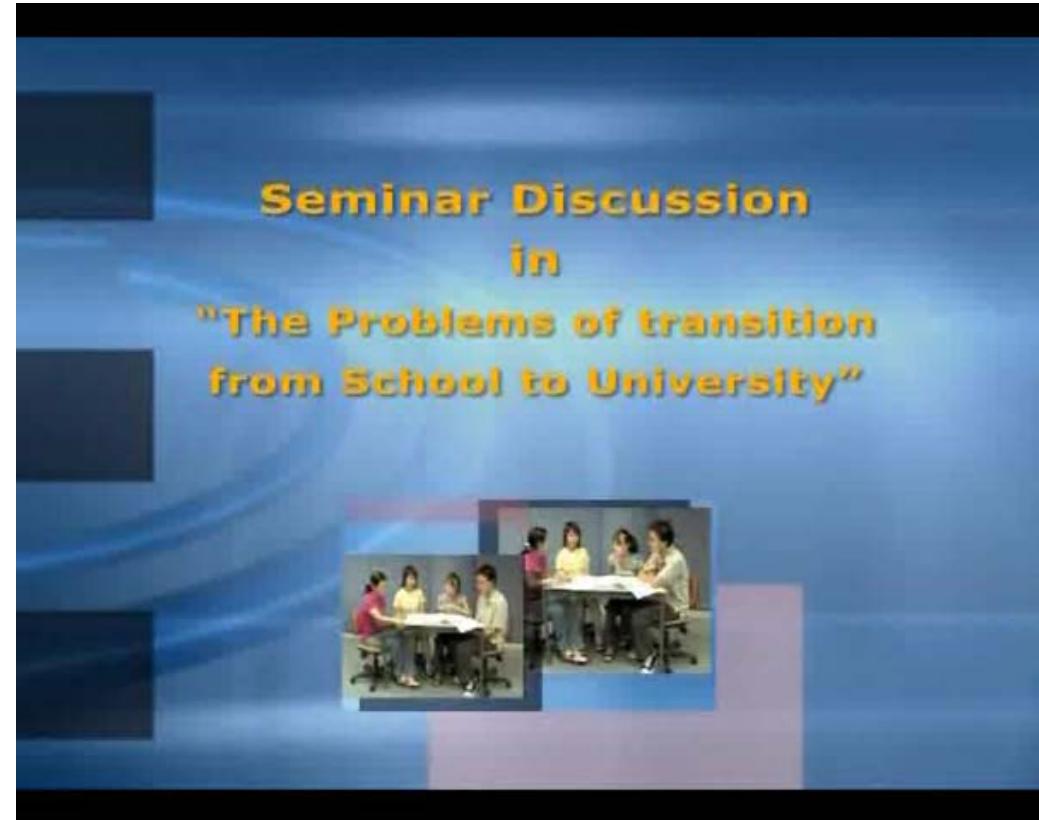


Overall, you demonstrate that you are a responsible student when you do the following (cont.):

- Respect diversity in people, ideas, and opinions.
- Achieve educational goals in an organized, committed, and proactive manner.
- Take full responsibility for personal behavior.
- Comply with all college policies.

College life differs in many ways

This video clip is a brief, informal student discussion about the challenges you may face as a student and provides examples of issues students face in transitioning from high school to college.



“What are the two main problems identified in the video?

<https://www.youtube.com/watch?v=dBVBIUxS1Os>

