

BETÜL URGANCI

THIN SLICES OF FRIENDSHIP

Bilkent University 2017

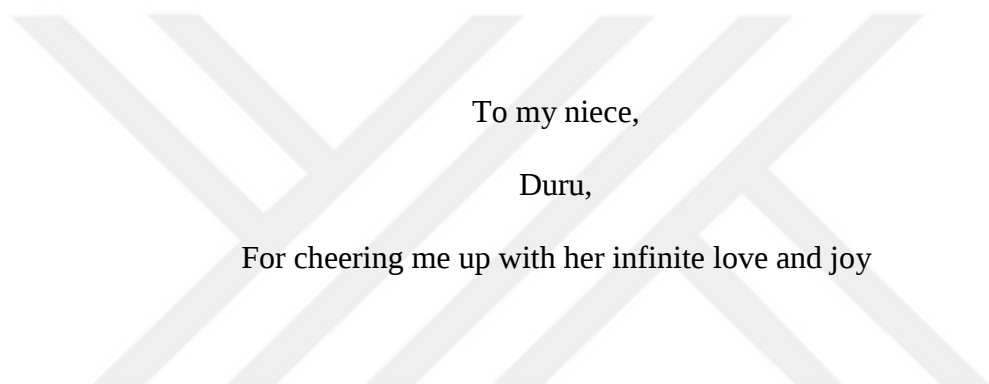
THIN SLICES OF FRIENDSHIP: DO NON-VERBAL
BEHAVIORS
PREDICT FIRST IMPRESSIONS DURING GETTING
ACQUAINTED INTERACTIONS?

A Master's Thesis

by
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June 2017





To my niece,

Duru,

For cheering me up with her infinite love and joy

THIN SLICES OF FRIENDSHIP: DO NON-VERBAL BEHAVIORS PREDICT FIRST
IMPRESSIONS DURING GETTING ACQUAINTED INTERACTIONS?

The Graduate School of Economics and Social Sciences of
İhsan Doğramacı Bilkent University

by

BETÜL URGANCI

In Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS

THE DEPARTMENT OF PSYCHOLOGY
İHSAN DOĞRAMACI BİLKENT UNIVERSITY
ANKARA

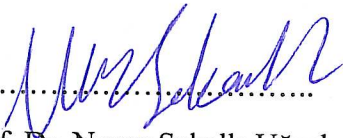
I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Psychology.



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ABSTRACT

THIN SLICES OF FRIENDSHIP: DO NON-VERBAL BEHAVIORS PREDICT FIRST IMPRESSIONS DURING GETTING ACQUAINTED INTERACTIONS?

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Does a very brief observation of a person predict first impressions? Prior research has shown that these brief observations, called thin slices, predict many psychological outcomes such as individual performance. However, there is not much research investigating whether thin slices predict first impressions formed following live interactions. In the present research, one hundred female participants were asked to complete three 15-minute face-to-face interactions in dyads. After each interaction session, their explicit and implicit warmth about their interaction partner was assessed. Ten observers rated these participants on warmth, competence and attractiveness based on brief silent video clips extracted from the interactions. Multilevel analyses revealed that for a given participant, observer-rated attractiveness (but not observer-rated warmth and competence) of their interaction partner predicted greater implicit and explicit warmth toward this person following dyadic interactions. The role of attractiveness in implicit warmth was more

pronounced when the interaction required low (vs. high) self-disclosure. Moreover, explicit (but not implicit) warmth increased over time. These findings support a halo effect and the “familiarity breeds liking” hypothesis.

Key words: Friendship Formation, Halo Effect, Implicit Impressions, Impression Formation, Thin Slices of Behavior



ÖZET

İNCE KESİT KARARLARININ TANIŞMA ETKİLEŞİMLERİ SIRASINDAKİ İLK İZLENİMLER İLE İLİŞKİSİ

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Kısa süreli gözleme dayalı kararlar bir kişi hakkında oluşturulmuş ilk izlenimleri yordar mı? Geçmiş çalışmalarda kişinin davranış sürecinden alınan ince kesit karar olarak adlandırılan kısa süreli bir gözlemin kişisel performans gibi çok sayıda psikolojik sonucu ya da bireysel farklılıkları yordadığı görülmüştür. Ancak bu ince kesit kararların yeni tanışan insanların yüz yüze etkileşim sonrası oluşturdukları ilk izlenimler ile olan ilişkisini çalışan çok fazla çalışma bulunmamaktadır. Bu çalışmada, 100 kadın katılımcıdan 15'er dakikalık üç tane yüz yüze etkileşim oturumunu çift olarak tamamlamaları istenmiştir. Her bir etkileşim oturumu sonrasında, katılımcıların etkileşimde bulundukları partnerleri ile ilgili örtük ve açık izlenimleri ölçülmüştür. Ardından, 10 gözlemciden bu etkileşim oturumlarından alınan kısa video kesitlerini izleyip, bu videodaki kişilerin çekicilik, yetkinlik ve sıcakkanlıklarını değerlendirmeleri istenmiştir. Yapılan analizlerde, bir kişinin etkileşim partneri hakkında gözlemciler tarafından yapılan çekicilik değerlendirmelerinin o kişinin etkileşim partneri hakkındaki örtük ve açık sıcakkanlılık izlenimlerini yordadığı görülmüştür.

Çekiciliğin örtük sıcakkanlılık izlenimlerindeki rolünün, etkileşim düşük oranda kendini açma gerektirdiğinde daha fazla ön plana çıktığı bulunmuştur. Ayrıca, açık sıcakkanlılık izlenimlerinin zaman içerisinde arttığı görülmüştür. Bu bulgular, literatürdeki hale etkisi ve aşinalığın beğeniyi arttırdığı hipotezlerini desteklemektedir.

Anahtar Kelimeler: Hale Etkisi, İlk İzlenimler, İnce Kesit Kararlar, Örtük İzlenimler



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CHAPTER 1

INTRODUCTION

As human beings, we usually trust our intuitions when we form first impressions of others. We decide in the blink of an eye whether someone is warm, competent, or attractive (Willis & Todorov, 2006). Past work has shown that judgments based on a very brief observation of a target person (i.e., *thin slices*) predict a host of important outcomes from their personalities (Allport, 1937; Ambady & Rosenthal, 1992; Funder & Colvin, 1988) to real-world outcomes (Ambady & Rosenthal, 1993; Ambady et al., 2002). However, there are very few studies looking at whether judgments based on thin slices of a live interaction would predict impressions that form following that interaction, with virtually no attention being given to impressions measured using implicit methods. Given the importance of warmth, competence and attractiveness in interpersonal evaluation (Fiske, Cuddy, & Glick, 2007; Sutherland et al., 2013), we looked at whether judgment of warmth, competence and attractiveness predicted both explicit and implicit impressions following dyadic, face-to-face interactions that vary in the amount of self-disclosure over time.

1.1 Processes of Friendship Formation

Initial impressions are important to decide who we would approach and who we would avoid. When we meet and get to know a new person, how warm we judge that person plays an important role in whether or not we want to interact with the person and whether we ultimately become friends (Denrell, 2005; Gunaydin, Selcuk, & Zayas, 2017; Kelley, 1950). Perceiving someone as warm would also enhance perceived partner responsiveness of that individual which

is a building block of interpersonal relationships (Reis, Clark, & Holmes, 2004). When we interact with someone, we want to see support, sympathy, care and understanding from them (Laurenceau, Barrett, & Pietromonaco, 1998)—that is we want them to be responsive to our needs. If we perceive an individual as warm, we might expect them to also be more responsive, which would foster a close, meaningful friendship.

If impressions of warmth play such a pivotal role in friendship formation what might be the factors that give rise to these impressions? One factor that might affect impressions of warmth are the target's qualities—that is, how warm, attractive, and competent the target person is. Stereotype Content Model proposed that there are two important dimensions in interpersonal evaluation: warmth and competence (Fiske, Cuddy, & Glick, 2007). The dimension of warmth consists of being trustworthy, sincere, and friendly whereas the dimension of competence consists of being intelligent and creative. Judging whether someone is warm and competent has a survival importance because warmth signals intentions of a person whereas competence signals whether that person is able to achieve their intentions. Later research used mathematical modeling to provide further evidence that these two dimensions underlie impression formation (Oosterhof & Todorov, 2008). More recent evidence extended on this research by showing that attractiveness also plays a crucial role in initial impressions (Sutherland et al., 2013). These studies reveal that judgments of warmth, competence and attractiveness are important for formation of impressions.

Another factor that has a profound impact on warmth is self-disclosure which is a process of revealing intimate information about ourselves (Collins & Miller, 1994). Both disclosing personal information about ourselves and receiving disclosure from other person

promote liking and closeness during face-to-face interactions (Aron, Melinat, Aron, Vallone, & Bator, 1997; Collins & Miller, 1994). There is evidence showing that people who engaged in high self-disclosure were liked to a greater extent than people who engaged in low self-disclosure (Archer, Berg, & Runge, 1980; Taylor, Gould, & Brounstein, 1981). Importantly, it was shown that having reciprocity in the process of self-disclosure during initial interaction promotes even more liking and closeness between individuals (Sprecher, Treger, & Wondra, 2012; Sprecher, Treger, Wondra, Hilaire and Wallpe, 2013). Therefore, disclosing personal information about oneself, especially taking turns in doing so, would increase impressions of warmth.

A final factor that determines how warm we find another person is time that we spend with that person. Repeated exposure to a particular stimulus leads to more favorable attitudes toward that stimulus (Bornstein, 1989; Zajonc, 1968). Being physically close to someone and having frequent live interactions enhance relationship development (Ebbesen, Kjos, & Konecni, 1976). One of the classic studies in this topic demonstrated that the more frequently a confederate was encountered by students, the more positive were the students' impressions about the confederate (Moreland & Beach, 1992). A more recent study showed that increases in the amount of interaction promoted greater liking for and desire to be friends with one's interaction partner (Reis, Maniaci, Caprariello, Eastwick, & Finkel, 2011). Therefore, the more we interact with someone, the more we become familiar with that individual, which in turn leads us to perceive them as warmer.

In sum, past work revealed that a number of important factors affect impressions of warmth during a live interaction—from how warm, competent, and attractive the target person is

to features of the interaction such as how much self-disclosure it entails and how much time we spend together with the person. Given how warm we judge a person plays an important role in friendship formation, the aim of the present research is to look at the predictive role of these factors in impressions of warmth.

1.2 Thin Slices of Behavior

To examine the predictive role of a target person's warmth, competence and attractiveness in first impressions about that person, we need to glean this information during the live interaction. Thin slices of behavior is a good way to obtain judgments about a target person based on brief observation of their expressive behaviors (Ambady, Bernieri, & Richeson, 2000). Thin slices might come from diverse communication channels such as an audio that may only consist of a target person's voice or a video that may consist of a target person's nonverbal behaviors, physical appearance, or voice, or a combination of these channels.

There are at least two reasons why thin slices are important in predicting interpersonal outcomes. First, tone of voice and expressive nonverbal behaviors which are parts of thin slice judgments are channels that are difficult to control. Therefore, expressive behaviors contain more information than conscious and verbal communication (Ekman & Friesen, 1969). Second, brief observation of behaviors might have more predictive power about a target than self-report by others and watching entire observation (Ambady et al., 2000). Briefly, being able to predict individual differences and performance outcomes based on very brief observations makes thin slice judgments an effective technique.

A good number of studies have used thin slices to predict individual performance. In a seminal paper using thin slices, Ambady and Rosenthal (1993) investigated how strangers'

judgments about teachers' performance based on thin slices of their behavior predicted their actual performance. Soundless video clips of teachers (from 2-seconds to 10-seconds long) were rated by complete strangers who never met the teacher or took classes from them. Their evaluations about teachers (i.e., likeable, warm, competent) predicted teaching evaluations of students who actually took classes from those teachers. Moreover, judgments based on thin slices predicted individual performance in many other domains such as job performance (Ambady, Hogan, Spencer, & Rosenthal, 1993), success in employment interviews (Prickett, Gada-Jain, & Bernieri, 2000), and malpractice claim history of surgeons (Ambady, LaPlante, Nguyen, Rosenthal, Chaumeton, & Levinson, 2002).

Other studies have shown that judgments based on thin slices predict individual differences—including personality traits (Carney, Colvin, & Hall, 2007; Tackett, Herzhoff, Kushner, & Rule, 2015), masculinity and femininity (Bernieri, Sharpe, & Knee, 1992), romantic couples' level of love (Gada, Bernieri, Grahe, Zuroff, & Koestner, 1997), sexual orientation (Ambady, Hallahan, & Conner, 1999; Rule, Ambady, Adams Jr, & Macrae, 2008; Rule, Ambady, & Hallett, 2009), and even testosterone levels (Dabbs, Bernieri, Strong, Campo, & Milun, 2001).

Although there are numerous studies looking at how thin slices predict individual differences and individual performance, there is one study to date that focused on whether thin slices predict first impressions (Gunaydin, Selcuk, & Zayas, 2017). This study found that participants who had favorable photograph judgments in the first place demonstrated more behavioral warmth toward their interaction partner (as judged from thin slices) during a live interaction. Moreover, participants' warmth produced more warmth from their interaction partner which in turn leads to more favorable impressions after the interaction. However, this study

focused solely on warmth which is only one dimension of interpersonal evaluations. It is important to investigate the role of attractiveness and competence in predicting first impressions. Also, in this study, impressions were assessed using self-reports (i.e., *explicit impressions*) and the authors did not look at the predictive role of thin slice judgments in first impressions assessed using implicit methods (i.e., *implicit impressions*).

1.3 Implicit versus Explicit Impressions

Prior research showed that judgments based on thin slices of behavior predict explicit outcomes such as self-reports of personality traits or of impressions of another person. Thus, the question remains: Do judgments based on thin slices predict implicit outcomes—such as implicit impressions? Implicit impressions consist of thoughts, attitudes, and feelings that occur outside of conscious awareness and control whereas explicit impressions consist of thoughts, attitudes and feelings that are accessible to conscious thinking and deliberation (Greenwald & Banaji, 1995). Implicit impressions are different from explicit impressions as they cannot be captured by self-reports and introspection (Uleman, Saribay, & Gonzalez, 2008).

Empirical evidence also supports the claim that explicit impressions are different from implicit impressions. One study found that only self-report measures predicted deliberate racial attitudes toward Black vs. White interviewers whereas only the response latency measure, which is an implicit measure, predicted non-verbal behaviors such as blinking and eye contact (Dovidio, Kawakami, Johnson, Johnson, & Howard, 1997). Moreover, another study showed that if impressions that were assessed are about sensitive issues, explicit measures correlate less with implicit measures (Dovidio & Fazio, 1992; Nosek, Hawkins, & Frazier, 2011). Finally, explicit and implicit measures were associated when participants were asked to focus on affect but they

are not associated when participants were asked to focus on cognitions such as thoughts and beliefs (Smith & Nosek, 2011). Given implicit measures often capture information that explicit measures do not, implicit measures were claimed to sometimes have more predictive power than explicit measures. In line with this claim, positive implicit partner feelings which individuals were not aware of were found to contribute to feelings of greater satisfaction in relationships (LeBell & Campbell, 2012).

Past theorizing and empirical evidence suggest that implicit and explicit impressions correspond to automatic vs. controlled, conscious vs. unconscious and associative vs. rule-based processes, respectively. These dichotomies are the backbone of the dual process model in social psychology. This model claims that we use two different strategies for information processing (Chaiken & Trope, 1999): One system can be defined as fast, effortless and automatic whereas the second system can be defined as slow, effortful and deliberate (Todorov, Mandisodza, Goren, & Hall, 2005). Since both implicit impressions and thin slice judgments can be categorized as more automatic as compared with explicit impressions, I predicted that observer-rated impressions based on thin slices would predict implicit, but not explicit impressions.

1.4 Present Research

The primary aim of the present research is to examine whether thin slice judgments of warmth, competence, and attractiveness predict both explicit and implicit impressions of warmth following dyadic face-to-face interactions. Present research also aimed to explore the role of self-disclosure and time spent in predicting explicit and implicit warmth. Toward these aims, pairs of newly-acquainted participants were asked to complete videotaped face-to-face interactions. During three 15-minute interactions, participants were asked to discuss questions that generate

either high or low self-disclosure. After each interaction session, participants completed a self-report measure assessing their explicit impressions about how warm their interaction partner is (hereafter referred to as *explicit warmth*) and a classification task assessing their implicit impressions of their interaction partner's warmth (hereafter referred to as *implicit warmth*). After data collection was completed, observers who did not know the study hypotheses and the self-disclosure manipulation watched silent video segments that were extracted from the start, middle, and end of each interaction session. Based on the segment that they have watched, observers rated the person in the video in terms of warmth, competence and attractiveness (hereafter referred to as *observer-rated warmth*, *observer-rated competence*, and *observer-rated attractiveness*, respectively).

This study design allowed us to examine our primary research questions of whether, for a given participant, observer-rated warmth, competence and attractiveness of her interaction partner based on thin slices predict her own implicit and explicit warmth toward her interaction partner. Second, by assessing impressions after each 15-minute interaction, this study design allowed us to examine the role of time in predicting explicit and implicit warmth. Finally, given each 15-minute interaction involved questions that required either high or low self-disclosure, we explored whether the level of self-disclosure predicted explicit and implicit warmth.

CHAPTER 2

METHOD

2.1 Participants

A total of 100 female students from Bilkent University and Middle East Technical University participated in the classification phase for course credit or monetary compensation. Their ages ranged from 18 to 31 ($M = 20.450$, $SD = 1.996$) years-old. We recruited only female participants in this study to be able to use a single base face for all participants. That is, having both female and male participants would require preparing different stimuli for the implicit warmth task (i.e., a female based face for female participants, and a male based face for male participants because they interact with a same-sex partner during the study). This, in turn, would make it difficult to compare results for male and female participants. Therefore, following past work studying interpersonal processes using the reverse correlation method (Gunaydin & DeLong, 2015; Karremans, Dotsch, & Corneille, 2011), we included only female participants in the present research.

2.2 Procedure

Participants were asked to interact with a stranger face-to-face during the experimental session. To pair up two participants who did not know each other, we asked them several questions (department, year, student club participation) via email prior to the session. In addition, when participants came to the laboratory, we asked them whether or not they knew one another.

Those participants who were not previously acquainted were allowed to participate in the session.

Throughout the session, participants were asked to wear on their chest a sticker with their participant number. This served to accurately match participants' data from different tasks using a numeric ID. After wearing their stickers, participants read and signed a consent form. Then, they were asked to complete three 15-minute videotaped face-to-face interactions, which were described as a type of sharing game (see Appendix A). During the sharing game, participants took turns in reading aloud and answering questions. To manipulate self-disclosure, we randomly assigned each pair of participants to one of two conditions (Aron, Melinat, Aron, Vallone, & Bator, 1997). In the high self-disclosure condition, the interactions required mutual self-disclosure which gradually increased in intimacy over time (e.g.: "Share with your partner an embarrassing moment in your life.") (see Appendix B1). In the low self-disclosure condition, the interactions required minimal self-disclosure (e.g.: "If you could invent a new flavor of ice cream, what would it be?") (see Appendix B2 for the complete list of questions).

At the end of each of the three 15-minute interactions, the experimenter notified participants that their time was up and escorted them to separate rooms to complete measures and tasks pertaining to the interaction. First, they completed an implicit measure of warmth using Matlab and then an explicit measure of warmth using Qualtrics. The Qualtrics survey also contained other measures that were not relevant for the purposes of this study and hence will not be discussed further. At the very end of the laboratory session, participants completed demographic questions (age, gender, relationship status, relationship length) and then were debriefed about the study.

2.3 Measures

2.3.1 Explicit warmth

After each interaction, participants completed a 3-item self-report measure of their current impression of their interaction partner. Specifically, they rated their interaction partner on warmth-related items (trustworthy, warm, good-natured) on a 7-point scale (1 = *Strongly disagree*, 7 = *Strongly agree*). We obtained explicit warmth scores by averaging these three items for each interaction (Time 1: $M = 5.486$, $SD = 1.065$; Time 2: $M = 5.663$, $SD = 0.918$; Time 3: $M = 5.840$, $SD = 0.862$).

2.3.2 Implicit Warmth

To assess implicit warmth, we examined the correspondence between each participant's mental representation of their interaction partner (hereafter referred to as *participant-level classification images*) and an independently generated warm face representation (hereafter referred to as *shared representation of a warm individual*). To do this, we first obtained the participant-level classification images by asking participants to complete a reverse correlation face classification task. Using a separate group of participants, we then measured the shared representation of a warm individual and calculated the correspondence between this representation and participant-level classification images to obtain implicit warmth scores.

2.3.2.1 Participant-Level Classification Images. To assess participants' implicit warmth about their interaction partner, we used a reverse correlation face classification task programmed using the Psychophysics Toolbox (Brainard, 1997) in Matlab.

For this classification task, the base face was created by averaging 40 female faces using the PsychoMorph software (Tiddeman, Burt & Perrett, 2001). The individual female faces used to create the base face were obtained from a standardized database (Özener, 2012). In each trial, two different faces were presented side by side. Following past work (Dotsch & Todorov, 2012; Dotsch et al., 2008; Gunaydin & DeLong, 2015; Karremans, Dotsch, Wigboldus, & Corneille, 2011), all faces consisted of same base face (i.e., a grayscale female face). Within each trial, one of the faces was created by adding a noise pattern to the base face (see Figure 1B) and the other was created by subtracting the same noise from the base face (see Figure 1C). The noise pattern used in each trial was created by a Matlab script to consist of 4,092 superimposed sinusoids with random contrasts. On each trial, participants were asked to choose the face that looked more like their interaction partner by pressing one of two buttons on the keyboard. They repeated this selection for 300 trials. After participants completed the task, the Matlab script collected the contrast vectors for faces selected as most resembling the interaction partner for each participant for each of the three interaction sessions. Then, a participant-level classification image for each interaction session was created by averaging those contrast vectors.

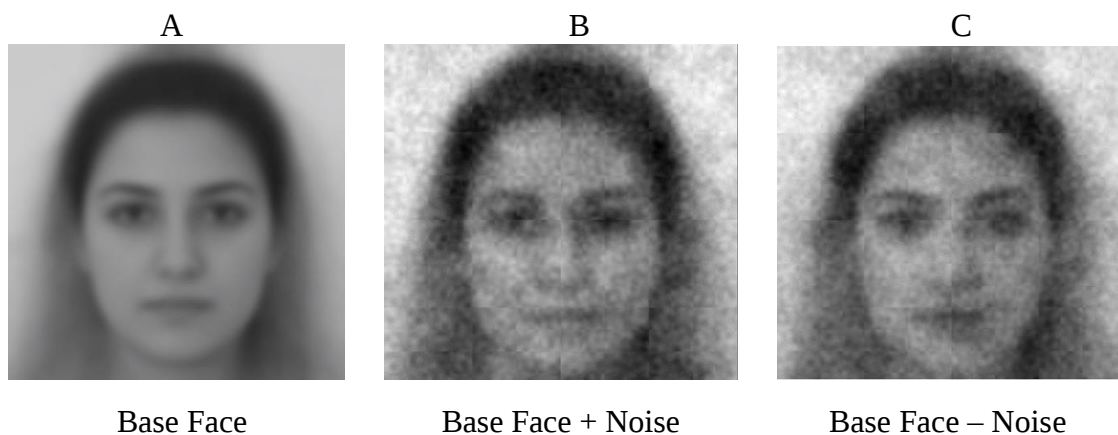


Figure 1. Stimuli Used in the Classification Phase. Base face created by averaging 40 female faces (A), an example of stimuli presented on a given trial of the classification task (B & C).

2.3.2.2 Shared representation of a warm individual. A separate group of participants were recruited to measure the shared representation of a warm individual. Thirty female students whose ages ranged from 18 to 24 ($M = 20.333$, $SD = 1.212$) participated in the face classification task. This sample size exceeded the minimum sample size used in past work to reliably capture the shared representation of a trustworthy individual (Ratner, Dotsch, Wigboldus, Knippenberg, & Amodio, 2014). The stimuli and procedure were identical with the previously described classification task except that participants were asked to select the face that best fit one of three trait descriptors that were related with warmth. Since we used three adjectives (trustworthy, warm and good-natured) to assess explicit warmth, the same adjectives were used for making the selections in the classification task (e.g., “*Select the face that looks warmer.*”). Participants repeated this selection 300 times.

After the second group of participants completed the task, their selections were averaged by a Matlab script to assess how they represent a warm face. For each participant, the script collected the contrast vectors for faces selected as trustworthy/warm/good-natured and then the participant’s representation of a warm individual was created by averaging those contrast vectors. A composite shared representation of a warm face was then created by aggregating representations of all participants.

2.3.2.3 Calculation of implicit warmth. To obtain implicit warmth scores, we calculated the correspondence between shared representation of a warm individual and the participant-level classification images using a Matlab script. First, the base face was removed from all the images to only have pixel patterns which represent the variation between participants. Similarly, the base face was also removed in the calculation of shared representation of a warm individual. We then compared the pixel intensities of participant-level classification images to those of the shared

representation of a warm individual produced by a separate sample to obtain a correlation coefficient. This correlation coefficient gave us an implicit warmth score for each participant for each interaction session (Time 1: $M = 0.010$, $SD = 0.021$; Time 2: $M = 0.008$, $SD = 0.019$; Time 3: $M = 0.009$, $SD = 0.020$).

2.3.3 Observer-rated warmth, competence, and attractiveness

Independent observers watched silent video segments that were extracted from the start, middle, and end of each interaction session and rated each participant on three interpersonal dimensions: warmth, attractiveness, and competence. For each participant, observer-rated scores for these interpersonal dimensions were calculated by averaging across observers' ratings within each interaction session.

2.3.3.1 Stimulus Material. Face-to-face interactions were videotaped using three different cameras. One of them videotaped only the participant who sat on the right side of the room whereas the second camera videotaped only the participant who sat on the left side. The last camera videotaped both participants. Since seeing the interaction partner of the target individual when judging this individual might influence observers' judgments, we used video recordings from the first two cameras. We edited the videos with the Avidemux 2.6 software (www.avidemux.org, 2009) by putting a black box on the participant that was not rated at that moment (see Appendix C1 & C2). Fifteen-second video segments were extracted from the beginning, middle and the last part of each interaction session (9 video segments for each participant in total). We extracted the segments 4, 8 and 12 minutes after the beginning of the interaction. However, for pairs who were too fast, we needed to extract segments prior to these time points. To determine the beginning of each segment, we selected portions of videos in

which participants within a given pair answered the same question. This helped hold the content of conversations fairly standard within each pair. However, for pairs who finished their questions early but continued having a conversation, their last segments came from these unstructured parts.

2.3.3.2 Thin Slice Ratings. Ten research assistants (9 female) independently rated 900 segments (100 participants x 3 interaction sessions x 3 segments (beginning, middle, end)) with the exception of one research assistant who finished 87% of the segments. The coders were blind to the self-disclosure manipulation and the purposes of the study. Also, they were not informed about who interacted with whom. They were only given information that participants in the videos were asked to complete three 15-minute face-to-face interactions in dyads.

The observers watched pre-specified segments of videos through ELAN (Lausberg & Sloetjes, 2009), which is a free video annotation software. Each coder was given two separate lists that showed the timings of these segments. One file only consisted of segment information for participants who sat on the right side whereas the other file only consisted of segment information for participants who sat on the left side. Observers worked on the lists in counterbalanced order. Also, within each list, the order of segments was randomized for each observer. After watching each segment, the observers were asked to rate thin slices of the participant on a 7-point Likert scale. Specifically, coders rated the target individual on 21 items assessing their warmth (e.g., good-natured), attractiveness (e.g., beautiful), competence (e.g., successful) (see Appendix D), positive affect (e.g., cheerful), negative affect (e.g., anxious) (see Appendix E), and interpersonal warmth (e.g., How warm was this person being toward their interaction partner?) (see Appendix F).

To examine internal structure of these items, principal axis factor analyses were conducted separately for each interaction session using oblimin rotation. We retained 4 factors with Eigenvalues exceeding 1. The items that cluster on the same factor suggested that the factors represented observer-rated warmth, attractiveness, negative affect, and competence. Given warmth, attractiveness and competence are the most important dimensions for interpersonal evaluation (Fiske, Cuddy, & Glick, 2007; Sutherland et al., 2013), we used these three factors in our analyses. The observer-rated warmth factor consisted of 10 questions measuring trustworthiness, positive affect, and interpersonal warmth (Time 1: $M = 4.367$, $SD = 1.299$, $\alpha = 0.965$; Time 2: $M = 4.298$, $SD = 1.317$, $\alpha = 0.964$; Time 3: $M = 4.291$, $SD = 1.370$, $\alpha = 0.966$). Since the criteria used for retaining any item was having a factor loading of at least 0.40 on its own factor, we only excluded an item which is “calm” from the observer-rated warmth factor. The observer-rated attractiveness factor consisted of 3 questions measuring how beautiful, attractive and impressive target person is (Time 1: $M = 3.938$, $SD = 1.451$, $\alpha = 0.957$; Time 2: $M = 3.910$, $SD = 1.463$, $\alpha = 0.961$; Time 3: $M = 3.875$, $SD = 1.462$, $\alpha = 0.958$). Moreover, the observer-rated competence factor consisted of 3 questions measuring how successful, talented and competent a target person is (Time 1: $M = 4.357$, $SD = 1.105$, $\alpha = 0.909$; Time 2: $M = 4.316$, $SD = 1.124$, $\alpha = 0.915$; Time 3: $M = 4.307$, $SD = 1.149$, $\alpha = 0.920$). The total variances accounted for by the observer-rated warmth factor were 53.174% for Time 1, 54.598% for Time 2 and 55.256% for Time 3. The total variances accounted for by the observer-rated attractiveness factor were 10.569% for Time 1, 9.493% for Time 2 and 10.132% for Time 3. The total variances accounted for by the observer-rated competence factor were 5.637% for Time 1, 5.598% for Time 2 and 5.395% for Time 3. Observer-rated warmth ratings across observers showed high inter-rater reliability (Time 1: $ICC = 0.865$, 95% $CI = [0.788 \text{ to } 0.914]$;

Time 2: ICC = 0.849, 95% CI = [0.775 to 0.900]; Time 3: ICC = 0.887, 95% CI = [0.832 to 0.924]). Observer-rated attractiveness ratings across observers showed moderate inter-rater reliability (Time 1: ICC = 0.727, 95% CI = [0.604 to 0.815]; Time 2: ICC = 0.730, 95% CI = [0.614 to 0.816]; Time 3: ICC = 0.701, 95% CI = [0.571 to 0.796]). Observer-rated competence ratings across observers showed moderate inter-rater reliability (Time 1: ICC = 0.557, 95% CI = [0.402 to 0.684]; Time 2: ICC = 0.589, 95% CI = [0.444 to 0.707]; Time 3: ICC = 0.618, 95% CI = [0.482 to 0.729]).

2.4 Data Analytic Strategy

Multilevel modeling (HLM v7 software) was used to analyze our research questions. We aimed to look at whether for a given participant, their interaction partner's observer-rated interpersonal dimensions (warmth, attractiveness and competence) predicted their own implicit and explicit warmth toward this person. Also, we wanted to investigate the role of time and self-disclosure in predicting implicit and explicit warmth. The following main effect model was used to estimate implicit warmth with observer-rated warmth, time, and self-disclosure as predictors:

Level-1:

$$\text{Implicit Warmth}_{ti} = \pi_{0i} + \pi_{1i} (\text{Time}_{ti}) + \pi_{2i} (\text{Observer-rated Warmth}_{ti}) + e_{ti}$$

Level-2:

$$\pi_{0i} = \beta_{00} + \beta_{01} (\text{Self-disclosure}_i) + r_{0i}$$

$$\pi_{1i} = \beta_{10} + r_{1i}$$

$$\pi_{2i} = \beta_{20} + r_{2i}$$

In the above model, self-disclosure was a dichotomous variable that represented the interaction type (0 = Low Self-Disclosure, 1 = High Self-Disclosure). Time was centered around the last interaction (-2 = Time 1, -1 = Time 2, 0 = Time 3) to represent implicit warmth at the end of the interaction sessions.

At Level 2, β_{00} , β_{10} and β_{20} represented sample average of implicit warmth at Time 3, the main effect of time on implicit warmth and the main effect of observer-rated warmth on implicit warmth, respectively. β_{01} represents the association between self-disclosure and implicit warmth.

Next, we entered three two-way interaction terms into our main effect model one at a time. We estimated the two-way interaction of self-disclosure and observer-rated warmth, the interaction of time and self-disclosure and the interaction of observer-rated warmth and time. Also, we calculated the three-way interaction of self-disclosure, time and observer-rated warmth. Moreover, we performed the same main effect model and interaction models by using explicit warmth as an outcome. Finally, we estimated the same main effect and interaction models by using observer-rated attractiveness and observer-rated competence as predictors of explicit and implicit warmth in separate analyses.

CHAPTER 3

RESULTS

Multilevel analyses with implicit warmth as the outcome showed that observer-rated attractiveness was significantly associated with implicit warmth ($\beta_{20} = 0.003$, $SE = 0.001$, $p = 0.024$, 95% CI = [0.001, 0.005], see Table 1). That is, participants who were rated as attractive by observers were also judged as implicitly warmer by their interaction partner. Also, observer-rated attractiveness significantly interacts with self-disclosure in predicting implicit warmth ($\beta_{21} = 0.005$, $SE = 0.002$, $p = 0.012$, 95% CI = [-0.009, -0.001]) (see Figure 2). No other main effects (all $ps > .282$) or interaction effects were significant (all $ps > .065$).

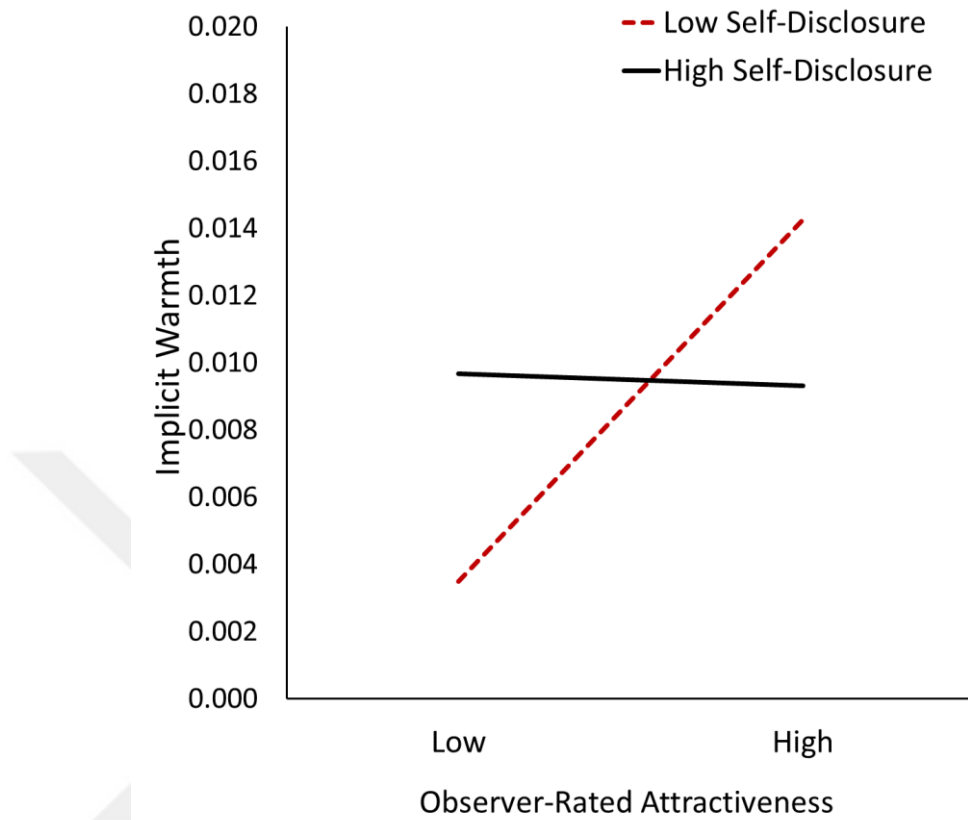


Figure 2. The Interaction between Self-Disclosure and Observers' Judgments of Attractiveness based on Thin Slices

Table 1. Multilevel models predicting implicit warmth.

Predictors	Coefficient	SE	p	95% Confidence Interval (CI)
<i>Observer-rated warmth</i>				
Intercept, π_0				
Intercept, β_{00}	0.009	0.003	<0.001	[0,003, 0,015]
Self-disclosure, β_{01}	0.0002	0.003	0.952	[-0.006, 0.006]
Time slope, π_1				
Intercept, β_{10}	-0.0003	0.001	0.806	[-0.002, 0.002]
Observer-Rated Warmth Slope, π_2				
Intercept, β_{20}	0.001	0.001	0.282	[-0.001, 0.003]
<i>Observer-rated attractiveness</i>				
Intercept, π_0				
Intercept, β_{00}	0.009	0.003	<0.001	[0,003, 0,015]
Self-disclosure, β_{01}	0.0006	0.003	0.82	[-0.005, 0.006]
Time slope, π_1				
Intercept, β_{10}	-0.0003	0.001	0.827	[-0.002, 0.002]
Observer-Rated Attractiveness Slope, π_2				
Intercept, β_{20}	0.003	0.001	0.024	[0.001, 0.005]
<i>Observer-rated competence</i>				
Intercept, π_0				
Intercept, β_{00}	0.009	0.003	<0.001	[0,003, 0,015]
Self-disclosure, β_{01}	-0.00006	0.003	0.983	[-0.006, 0.006]
Time slope, π_1				
Intercept, β_{10}	-0.0003	0.001	0.794	[-0.002, 0.002]
Observer-Rated Competence Slope, π_2				
Intercept, β_{20}	0.001	0.001	0.347	[-0.001, 0.002]

Results of analyses for explicit warmth are shown in Table 2. These analyses revealed that there was a linear increase in explicit warmth over time ($\beta_{10} = 0.184$, $SE = 0.043$, $p < 0.001$, 95% CI = [0.099, 0.268]). That is, the longer participants interacted with their partner, the more warmly they judged this person. Importantly, observer-rated attractiveness was significantly associated with explicit warmth ($\beta_{20} = 0.162$, $SE = 0.075$, $p = 0.032$, 95% CI = [0.015, 0.309]).

Therefore, this result revealed that participants who were rated as attractive by observers were also found explicitly warmer by their interaction partner. No other main effects (all $ps > .099$) or interactions were significant (all $ps > .093$).

Table 2. Multilevel models predicting explicit warmth

Predictors	Coefficient	SE	p	95% Confidence Interval (CI)
<i>Observer-rated warmth</i>				
Intercept, π_0				
Intercept, β_{00}	5.771	0.122	<0.001	[5.532, 6.010]
Self-disclosure, β_{01}	0.151	0.163	0.356	[-0.168, 0.470]
Time slope, π_1				
Intercept, β_{10}	0.184	0.043	<0.001	[0.099, 0.268]
Observer-Rated Warmth Slope, π_2				
Intercept, β_{20}	0.124	0.075	0.099	[-0.023, 0.271]
<i>Observer-rated attractiveness</i>				
Intercept, π_0				
Intercept, β_{00}	5.762	0.12	<0.001	[5.527, 5.997]
Self-disclosure, β_{01}	0.17	0.165	0.306	[-0.153, 0.493]
Time slope, π_1				
Intercept, β_{10}	0.184	0.043	<0.001	[0.099, 0.268]
Observer-Rated Attractiveness Slope, π_2				
Intercept, β_{20}	0.162	0.075	0.032	[0.015, 0.309]
<i>Observer-rated competence</i>				
Intercept, π_0				
Intercept, β_{00}	5.78	0.121	<0.001	[5.532, 6.010]
Self-disclosure, β_{01}	0.129	0.165	0.439	[-0.168, 0.470]
Time slope, π_1				
Intercept, β_{10}	0.181	0.043	<0.001	[0.099, 0.268]
Observer-Rated Competence Slope, π_2				
Intercept, β_{20}	0.083	0.065	0.205	[-0.044, 0.210]

CHAPTER 4

DISCUSSION

The aim of this thesis was to understand whether for a given participant, her interaction partner's observer-rated impressions predicted her own implicit and explicit warmth toward her interaction partner. Past research about thin slices showed that brief observations about a target, called thin slices, predict individual differences and individual performance (Ambady & Rosenthal, 1992; Ambady, Bernieri, & Richeson, 2000, for reviews). However, there is not much research investigating whether thin slice judgments predict first impressions. Moreover, no study to date examined this link by looking at implicit impressions. The present research aimed to fill this gap in the literature by investigating the association between observer-rated impressions based on thin slices and both implicit and explicit impressions formed following live interactions.

Since both implicit impressions and observer-rated dimensions based on thin slices were formed automatically whereas explicit impressions were formed deliberately (Chaiken & Trope, 1999). I expected that observer-rated warmth, competence and attractiveness would predict implicit but not explicit warmth. However, our results did not support this hypothesis. The multilevel analyses revealed that observer-rated warmth and competence predicted neither implicit nor explicit warmth. However, observer-rated attractiveness predicted both implicit and explicit warmth. It is possible that observers were able to judge attractiveness more reliably than warmth and competence because attractiveness is a relatively more observable trait. This might be a reason why we could not find the predictive role of observer-rated warmth and competence

on implicit and explicit warmth. The results of observer-rated attractiveness for implicit and explicit warmth are consistent with a *halo effect* that claims physically attractive individuals are also attributed other favorable characteristics such as being more sociable, trustworthy, warm and intelligent (Dion, Berscheid, & Walster, 1972). In line with this idea, the present research revealed that our first impressions about how warm a newly-acquainted person is, is largely informed by how attractive that person is.

Our results also revealed that explicit (but not implicit) warmth increased over time. This finding supports the idea that familiarity between two people increases their liking toward each other (Reis et al., 2011). Therefore, the more time that people interact with each other, the more favorable impressions they have for their interaction partner. However, the fact that implicit warmth did not increase over time seems to conflict with this idea. A study showed that explicit attitudes rapidly changed in the face of new information, but implicit attitudes changed much slower than explicit attitudes (Rydell & McConnell, 2006). The same reasoning might be valid for explicit and implicit impressions. This might be the reason why participants' implicit impressions about their interaction partner did not improve over time.

This thesis also investigated whether the amount of self-disclosure affected explicit and implicit warmth. Based on the interpersonal process model of intimacy, this is an important question since self-disclosure is one of the important predictors of intimacy in developing relationships (Reis & Shaver, 1988). Talking and learning more about each other would enhance intimacy between interaction partners, which in turn might elicit more favorable impressions about their partner. However, we found that self-disclosure did not significantly predict either implicit or explicit warmth. The reason why we did not find any support for the effect of self-disclosure on explicit and implicit impressions might be because the self-disclosure manipulation

that we used was originally developed in western cultures (Aron et al., 1997). Past research showed that Westerners are more likely to disclose sensitive information about themselves than Easterners (Asai & Barnlund, 1998; Schug, Yuki, & Maddux, 2010). Therefore, compared to North American people, Turkish people might feel discomfort to disclose sensitive information to a newly-acquainted individual. This discomfort might be the reason why the self-disclosure manipulation did not change participants' first impressions toward their partner. However, the significant interaction between self-disclosure and observer-rated attractiveness provides some evidence against the idea that the self-disclosure manipulation did not work. These findings revealed that when there was minimal self-disclosure during the face-to-face interaction, increases in the partner's observer-rated attractiveness predicted greater implicit warmth toward this individual. However, when there was high self-disclosure during the interaction, the level of observer-rated attractiveness did not significantly predict implicit warmth. Based on this finding, we can say that when more intimate information is available for interaction partners, participants' impressions about their partner was not influenced by their partners' level of attractiveness. However, in the absence of intimate information about someone, first impressions seem to be informed by physical appearance.

Another reason why the results did not support some of the predicted effects might be related with the sampling of thin slices. While determining thin slices, we extracted segments from 4, 8 and 12 minutes after the beginning of each interaction session. However, since some dyads were so fast in answering questions compared to others, we had to extract video segments from the answers of different questions. Therefore, the content of segments could not be fully standardized across different dyads. Moreover, since the experimenter did not interfere with the interaction until the time was up, some of the dyads that answered questions faster than others

waited silently in the interaction room. This awkward silence at the end of their interaction session might have influenced their impressions about their interaction partner. To ensure sampling slices from similar time points, the last segments of some dyads came from unstructured conversations that they had after finishing all questions. Therefore, thin slices during these unstructured conversations might be different from thin slices during answering questions because some people might feel more comfortable whereas others might feel less comfortable while talking freely.

Another important point that needs to be considered is whether giving more time to observe thin slices would have resulted in better prediction of first impressions. One could argue that if observers have more time to observe a target person, their ratings of warmth and competence might have also predicted implicit and explicit warmth. However, the predictive power of thin slices does not increase with having longer thin slices (Ambady & Rosenthal, 1992). In one study, 2-, 5- and 10-second video clips were randomly extracted from longer video clips to test whether thin slice length would increase the predictive power in teacher evaluations (Ambady & Rosenthal, 1993). Results revealed that the length of thin slices did not significantly improve predictions. This study suggests that giving more time to observers to watch the target person would not result in better prediction of implicit and explicit impressions in the current study.

This thesis is a first attempt to investigate whether observer-rated judgments predict explicit and implicit first impressions formed after dyadic face-to-face interactions. Based on the findings, we can conclude that when we make judgments about whether someone is warm, we first rely on their physical appearance, supporting the idea that we judge a book by its cover. Also, consistent with past studies, the present research showed that familiarity indeed breeds

(explicit) warmth toward a person. It would be desirable in future studies to standardize the sampling of thin slices and to control the role of thin slice length in predicting first impressions. Building on the present findings, future work may also investigate why attractiveness predicts first impressions better than competence and warmth.



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APPENDICES

APPENDIX A - FACE-TO-FACE INTERACTION



During the face-to-face interaction, participants were asked to take turns in answering questions written on cards. After each interaction session, participants went to different rooms to answer questions about their interaction partner.

APPENDIX B1 - SELF-DISCLOSURE MANIPULATION

Task Slips for the High Self-Disclosure Condition

Set I

1. Eđer dünyadaki herhangi birini seçme şansın olsaydı kiminle yemeğe çıkmak isterdin?
2. Ünlü olmak ister miydin? Eđer öyleyse ne şekilde ünlü olmak isterdin?
3. Telefon konuşması yapmadan önce söyleyeceğin şeylerin provasını yapar mısın? Neden?
4. Sence mükemmel bir gün nasıl geçmeli?
5. Kendi kendine en son ne zaman şarkı söyledin? Peki bir başkasına?
6. Eđer 90 yaşına kadar yaşama şansın olsa; yaşamının son 60 yılında 30 yaşındaki birinin zihnine mi yoksa vücuduna mı sahip olmak isterdin?
7. Eđer yarın sabah uyandığında yeni bir özellik ya da yetenek kazanacak olsan bunun ne olmasını isterdin?
8. Karşıdaki kişiyle 3 ortak noktanızı belirt.
9. Hayatında en çok ne için minnet duyuyorsun?
10. Yetiştirilme tarzınla ilgili herhangi bir şeyi değıştirme şansın olsa neyi değıştirirdin?
11. Hayat hikâyesini 4 dakikada karşıdaki kişiye mümkün olduğu kadar ayrıntılı bir şekilde anlat.
12. Nasıl öleceğine dair bir tahminin var mı?

Set II

13. Eđer kristal bir k re sana kendinle, yařamınla, geleceęinle ya da bařka herhangi bir řeyle ilgili gerekleri s yleyebilecek olsa neyi bilmek isterdin?
14. Uzun s redir yapmayı hayal ettięin bir řey var mı? Varsa neden hala yapmadın?
15. Arkadařlıkta en ok neye  nem verirsin?
16. řimdiye kadar bařından geen en k t  olay ne?
17. řimdiye kadar bařından geen en g zel olay ne?
18. Eđer 1 yıl ierisinde aniden  leceęini bilsen, řu anki yařam tarzında herhangi bir řeyi deęiřtirir miydin? Neden?
19. Hayatındaki en b y k bařarın ne?
20. Arkadařlıęın senin iin anlamı ne?
21. Hayatında ařkın ve duygusal yakınlıęın rol  ne?
22. Karřındaki kiřinin olumlu bir  zellięini onunla paylař. Daha sonra karřındaki kiři senin olumlu bir  zellięini seninle paylařsın. Bu řekilde sırayla 5'er kere paylařımda bulunun.
23. Ailen birbirine ne kadar baęlı ve aile ortamın ne kadar sıcak? ocukluęunun dięer insanlara kıyasla daha mutlu getięini d ř n yor musun?
24. Annenle olan iliřkin hakkında neler hissediyorsun?

Set III

25. Her biriniz gerçeęi yansıtan 3 adet "biz"le başlayan cümle kurun. Örneęin, "Biz şu anda bu odadayken hissediyoruz."
26. Hayatındaki utanç verici bir anıyı karşındaki kişiyle paylaş.
27. Lütfen şu cümleyi tamamla: "Keşke hayatımda paylaşabileceğim biri olsaydı."
28. En son ne zaman başka birinin önünde ağladın? Peki, kendi kendine iken?
29. Karşındaki kişiye onun sevdiğin bir özelliğini söyle.
30. Senin için hakkında şaka yapılamayacak kadar ciddi olan bir şey var mı? Varsa ne?
31. Eğer karşındaki kişiyle yakın arkadaş olacaksanız, lütfen bilmesi gerektiğini düşündüğün bir şeyi onunla paylaş.
32. Karşındakine onun sevdiğin bir özelliğini söyle; bu sefer çok dürüst ol ve yeni tanıştığın birine normalde söylemeyebileceğin bir paylaşımda bulun.
33. Eğer bu akşam ölecek olsan ve hiç kimseyle iletişim şansın olmasa, en çok kime neyi söylemediğine pişman olurdun? Bu kişiye bunu şimdiye kadar neden söylemedin?
34. Evinin sahip olduğun her şeyle birlikte yandığını hayal et. Sevdiklerini ve varsa evcil hayvanlarını kurtardıktan sonra güvenliğini riske atmadan hala içeriden bir şeyi alacak kadar vaktin var. Neyi alırdın, neden?
35. Ailenin bütün fertleri içinde kimin ölümü seni en çok üzerdi? Neden?
36. Kişisel bir problemini karşındaki kişiyle paylaş ve kendisi bu problemle nasıl baş ederdi, sana tavsiye vermesini iste. Paylaştığın problemle ilgili karşındaki kişi senin ne hissettiğini düşünüyor, bunu ona sor.

APPENDIX B2 - SELF-DISCLOSURE MANIPULATION

Task Slips for the Low Self-Disclosure Condition

Set I

1. En son ne zaman bir saatten uzun süren bir yürüyüş yaptın? Nereye gittiğini ve neler gördüğünü anlat.
2. Şimdiye kadar birinin sana aldığı en güzel hediye neydi? Neden?
3. Ankara'dan başka bir yere taşınman gerekseydi nereye giderdin ve Ankara'ya dair en çok neyi özlerdin?
4. Geçtiğimiz bayramda neler yaptın?
5. Sık sık gazete okur musun ve hangi gazeteyi tercih edersin? Neden?
6. İdeal bir öğrenci evinde sence kaç kişi yaşamalı? Neden?
7. Yeni bir dondurma aroması icat edebilseydin bu ne olurdu?
8. Geçtiğimiz ay içinde senin gittiğin ama karşındaki kişinin gitmediği en iyi restoran hangisiydi?

Karşındaki kişiye bu deneyimden bahset.

9. Geçmişte ya da şu an baktığın bir evcil hayvanı veya yetiştirdiğin bir bitkiyi karşındaki kişiye anlat.
10. En sevdiğin bayram ya da resmi tatil hangisi? Neden?
11. Küçük bir çocukla birlikteyken yaşadığın en komik şeyi karşındaki kişiye anlat.
12. Son doğum gününde sana ne hediyeler geldi?

Set II

13. Hayvanat bahçesine en son gittiğin zamanı anlat.
14. Bildiğin kadarıyla, aile fertlerinin (büyükbaba, büyükanne, teyze, hala, amca ve dayı) isimlerini, yaşlarını ve nerede doğduklarını söyle.
15. Biriniz herhangi bir kelime söyleyin, diğeri bu kelimenin son harfiyle başlayan başka bir kelime söylesin. 50 kelimeye ulaşana dek buna devam edin.
16. Erken kalkmayı mı yoksa geç yatmayı mı seversin? Bunun sonucunda başına gelen komik bir şey oldu mu?
17. Nerelisin? Şimdiye kadar yaşadığın tüm şehirleri say.
18. Okuduğun üniversitede şimdiye kadar en sevdiğin ders hangisi oldu? Neden?
19. Geçen yaz neler yaptın?
20. Bu yılbaşında sana ne hediyeler geldi?
21. Seninle aynı cinsiyetteki sinema oyuncularından en çok hangisini beğeniyorsun? Bu oyuncunun oynadığı film ya da dizilerdeki en favori sahneleri tarif et.
22. Üniversiteye ilk geldiğinde üniversiten hakkındaki ilk izlenimin ne olmuştu?
23. Geçtiğimiz ay içinde izlediğin ama karşıdaki kişinin izlemediği en iyi TV programı hangisiydi? Karşıdaki kişiye bu programdan bahset.
24. Ankara’da gitmeyi en çok sevdiğin yer neresi? Neden?

Set III

25. Hangi liseye gittin ve orası nasıl bir yerdi?

26. Son üç ayda okuduğın ama karşındaki kişinin okumadığı en iyi kitap neydi? Karşındaki kişiye bu kitaptan bahset.
27. En çok hangi yabancı ülkeyi ziyaret etmeyi istersin? Seni bu ülkeye çeken şey ne?
28. Dijital saatleri mi yoksa analog saatleri mi tercih edersin? Neden?
29. Annenin en iyi arkadaşını tarif et.
30. Yapay bitkilerin sence avantajları ve dezavantajları neler?
31. Saçını hangi sıklıkta ve nerede kestirirsin? Hiç kötü bir saç kesim tecrüben oldu mu?
32. İlkokul öğretmeninin adını hatırlıyor musun? Görünüşünü hatırladığın kadarıyla tarif et.
33. Sence sol elini kullanan insanlar sağ elini kullanan insanlardan daha yaratıcı mı?
34. En son gittiğin konser hangisiydi? O sanatçının/grubun kaç albümüne sahipsin? Daha önce o sanatçıyı/grubu izlemiş miydin? Nerede?
35. Şu anda düzenli okuduğun bir dergi ya da blog var mı? Varsa hangileri? Önceden hangi dergileri ya da blogları düzenli olarak okuyordun?
36. Bir okul piyesinde ya da müsameresinde rol aldın mı? Rolün neydi? Oyunun ya da müsamerenin konusu neydi? Sen sahnedeysen komik bir şey oldu mu?

APPENDIX C1 - EDITING VIDEOS

Participants who sat on the left side of the room



APPENDIX C2 - EDITING VIDEOS

Participants who sat on the right side of the room



APPENDIX D – ITEMS USED TO JUDGE FIRST IMPRESSIONS BASED ON THIN SLICES

Lütfen az önceki videoda izlediğin kişiyle ilgili değerlendirmelerini belirt.

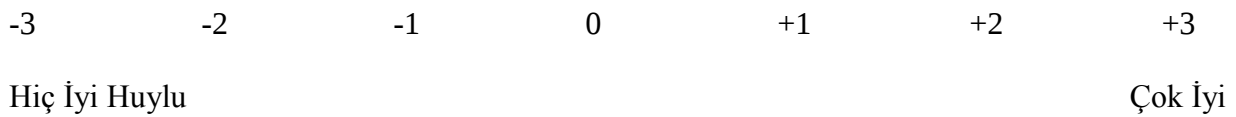
1. Bu kişi bence...



2. Bu kişi bence...



3. Bu kişi bence...



Değil

Huylu

4. Bu kiři bence...

-3

-2

-1

0

+1

+2

+3

Hiç Çekici

Çok

Değil

Çekici

5. Bu kiři bence...

-3

-2

-1

0

+1

+2

+3

Hiç Güzel

Çok

Değil

Güzel

6. Bu kiři bence...

-3

-2

-1

0

+1

+2

+3

Hiç Etkileyici

Çok

Değil

Etkileyici

7. Bu kiři bence...

APPENDIX E - ITEMS USED TO JUDGE POSITIVE AND NEGATIVE EMOTIONS
BASED ON THIN SLICES

Az önceki videoya dayanarak, izlediğin kişinin aşağıdaki duyguları ne kadar hissettiğini belirt.

	Hiç						Çok
Neşeli	1	2	3	4	5	6	7
Keyifli	1	2	3	4	5	6	7
Halinden Memnun	1	2	3	4	5	6	7
Sakin	1	2	3	4	5	6	7
Kaygılı	1	2	3	4	5	6	7
Huzursuz	1	2	3	4	5	6	7
Sıkılmış	1	2	3	4	5	6	7
Bezgin	1	2	3	4	5	6	7

APPENDIX F - ITEMS USED TO JUDGE INTERPERSONAL WARMTH
BASED ON THIN SLICES

Az önceki videoda izlediğin kişiyi düşünerek aşağıdaki soruları cevapla.

	Hiç						Çok
Bu kişi sence karşısındaki kişiden ne kadar hoşlandı?	1	2	3	4	5	6	7
Bu kişi sence karşısındaki kişiye ne kadar sıcak davrandı?	1	2	3	4	5	6	7
Bu kişi sence etkileşimden ne kadar keyif aldı?	1	2	3	4	5	6	7
Bu kişi sence etkileşime kendini ne kadar verdi?	1	2	3	4	5	6	7