

Ophélie Daneau

### Class 3

**Journal entry 1:** Recently, I began an orientation process with an advisor since I felt very confused and anxious about my university choices. I felt a certain laziness about my life choices and remained in a position of confusion, never questioning myself about what I wanted to do in life. My counselor began the process with the approach of discovering myself, my values, my interests, and what I was looking for in a job. The next step was to explore with the help of a website and contacts with professionals in the profession, to look at more than a hundred professional options, and to take a funnel-shaped approach, to eventually find an option that suits me. Now, I am not quite yet at a stage where I have completely found what I want to do, but I see myself taking more risks and eventually finding a profession made for me.

**Social and/or evolutionary psychology concept:** Marcia's identity matrix focuses on four identity statuses concerning the psychological identity development of the individual.

**Link:** A clear link can be made between my orientation process and Marcia's identity matrix. To start with, I was clearly in the diffused stage at the beginning of my entry, as I didn't explore anything, and was not really interested to see the different options that were out there for my future. We can then see a clear transition, as I entered the moratorium stage, when I started my process with the guidance counselor. I am now in this stage, where I touch everything when looking at all my programs and university options, but I'm still not at the point where I engage in anything. I'm taking a deep look at all my options. As I mentioned earlier, Marcia's identity matrix also focuses on the transition that can be made between the different stages. My hope for the future is to go into the achieved stage at the end of my orientation process, find a passion, and be highly engaged in a program that will make me happy, but also always be open to new adventures. To conclude, a clear link can be made between the orientation process I went through this month and the different stages of personalities of Marcia's identity matrix.

### Class 4

**Journal entry 2:** Last semester, I was doing a group project that was worth a big percentage of my grade. The group project went perfectly, until my friend deleted by accident the whole thing. We tried everything but were not able to find the project again and had to restart. My friend, instead of assuming her actions, started to blame the fact we were too many people working on the same file, and that was the cause of the project being deleted. Furthermore, other people in the group were really frustrated and began to say that she was the one and only cause of why our project got deleted and that she must restart by herself.

**Social and/or evolutionary psychology concept:** The attribution theory, which consists of seeking a cause for the actions of others or their own actions.

**Link:** Certain aspects of the attribution theory can be identified in this entry, as my friend started to blame other causes for his own actions. She was ashamed of what happened and did not want to assume to mistake on her shoulders, so she made up another cause. This reaction for her was influenced by the severity of the consequences of her behavior, as we lost all the teamwork. An intense reaction was also felt in the group, as certain people started putting intentions to her behavior, as it was a simple accident but there were big consequences. In sum, the attribution theory was used after the incident as a survival mechanism and to escape taking responsibility for our actions.

### **Class 5**

**Journal entry 3:** I spend all my summers working in a summer camp, with kids of different ages. Two years ago, I was responsible of a child named Louis, who was 6 years old. I once came back from the restroom, and a glass was broken on the ground. All the kids were pointing at Louis, telling me that he slammed the glass on the ground. Louis didn't admit his mistakes and told me that he didn't see it happening. However, he was playing with his hair a lot, was not looking at me in the eyes, was standing very tense, was talking with a very low tone of voice, and was standing very far away from me. I knew almost instantly that it was him who broke the glass because his body was telling me so.

**Social and/or evolutionary psychology concept:** Non-verbal cues and their use when lying.

**Link:** In the situation, it was clear that Louis was lying, because his non-verbal cues were very apparent. The kinesthesia cues were very present, when he stood away from me and not look at me in the eyes, and had the tick of playing in his hair. He also used paralanguage cues, as he was talking with a very low tone. The use of the cues allowed me to see his emotions and know he was lying, because there was a clear incoherence between his self and presented self, as he tried to look normal but was lying to me. This aspect contributed to the creation of cognitive dissonance and incongruence for him, which appeared with the use of the different physical cues. I could also see that it was very hard for him to control his cues, as he tried to look normal, but the emotion of guilt and sadness was physically starting to get to him.

### **Class 6**

**Journal entry 4:** From the age of four until very recently, I practiced speed skating competitively. Recently, I did an in-class activity in teams with three other girls and one boy, in which the topic came up. In the group, the discussion became rather heated between the boy and me when he

realized I had a lot of knowledge about the sport and its characteristics. He did not like it at all, since he is used to being the one who has all the knowledge in sports. With every comment I made, he responded quite intensely, telling me that I was a girl, so I couldn't have much knowledge and that I was a liar. As the conversation continued, he wouldn't let me speak and was regularly cutting me off, under the pretext that I didn't know what I was talking about because I was a girl. This situation has created great discomfort for me and on my confidence in a sport that I love so much.

**Social and/or evolutionary psychology concept:** Traditional sexism and its discrimination towards women

**Link:** In my personal experience, traditional sexism can be identified. The boy in the group was not letting me express my knowledge, as I supposedly didn't have it because I was a woman. He used a common traditional belief, which is that girls cannot take an interest in sports, and expressed it to my face. Furthermore, as the situation progressed and the boy started shutting me off and talking back intensively, it's possible to see hostile sexism appear, as his behavior became more and more intense physically and verbally towards my knowledge. If the situation continued, it would have been possible to assess that this personal experience was a transition from traditional to hostile sexism.

### **Class 8**

**Journal entry 5:** When I first started high school, I didn't know anyone. I was stressed to have no friends and look lonely. On my first day, I was amazed when I got invited to join a friend group, combining many popular girls from my grade. They were not the nicest with others, often judging the other ones in the group behind their back, cheating during exams, and being very superficial about their looks. I knew their behavior was questionable but was so terrified of looking lonely that I never took the chance of leaving. Furthermore, they often used me for my knowledge and copied my answers in group work. After some time, I realized I became just like them so that they accepted me, and I didn't look lonely. I was talking behind other's backs, cared a lot about my looks, and cared less about my grades. Eventually, I didn't recognize myself and decided to quit the group.

**Social and/or evolutionary psychology concept:** The need to fit in and how we adapt to better integrate a group.

**Link:** In this situation, it's clear that I integrated the group because I needed to survive to my first few weeks in high school. Additionally, I really adapted my behavior, so that they would accept me and became very influenced by the group. I also accepted that they copied on me so that I could bring something to the group and be more accepted. Even though I changed myself to be with a group of popular girls, the fact that I was fitting in at the time, really increased my love and self-esteem needs, leading me towards the possibility of self-actualization. I was also escaping the

possibility of disclination from the group, by acting according to the group's beliefs and I started acting accordingly.

### **Class 9**

**Journal entry 6:** I've always had a great relationship with my best friend. We met in primary school and have been going to the same schools ever since. People always say that we are like sisters who think the same, has we love the same shows, and have very similar interests. Even though we share a few differences in our point of view, we also have a very similar temperament, and the same thoughts and opinions on different topics and actuality. With her, I feel confident that I can say anything that comes to mind and that she will never judge me. Furthermore, we never had fights in the many years we have known each other.

**Social and/or evolutionary psychology concept:** The resemblance, familiarity, and complementarity in relationships

**Link:** In this situation, I have a great bond with my best friend because we share resemblance, familiarity, and complementarity. I feel cognitive congruence while talking to her because he shares opinions and knowledge that is familiar to me and allows me to stay in my comfort zone. Additionally, since we are very like-minded individuals and share the same interests, she boosts my self-esteem a lot. Together, we share a very high level of happiness. Another link that can be made is that I rarely see flaws or imperfections in her personality because I notice our similarities more, increasing my very positive view of her. Finally, our resemblance and complementarity contribute a lot to the stability I feel with her on a daily basis, and the happiness our cognitive congruence brings me.

### **Class 10**

**Journal entry 7:** I currently work in a theatre and every show night, we have a different supervisor. One of the supervisors can't manage to be respected by the other workers, as he often is authoritarian for nothing, he arrives late and is not always nice when he talks to others. All the workers can see that he has been trying hard to be respected and have authority over the others, but he just can't manage to do it. Recently, at the end of a show night, my co-worker who worked at the bar broke two bottles of wine and my supervisor completely lost it and slammed his iPad on the ground. He then started yelling at everyone, smacking more and more pamphlets on the ground.

**Social and/or evolutionary psychology concept:** Frustration-aggression theory

**Link:** As my supervisor's long-term goal of gaining other's respect is unfulfilled, his frustrations led to aggressive behavior. When he started smacking things on the ground after a simple incident, it

showed all the frustrations that were piling up over time. It's also possible to see that the intensity of my supervisor's frustrations was linked to the subjective evaluation related to the importance he attached to his goal. Since he found it really important to gain respect, but he wasn't able to gain it because of his lack of respect towards certain people, the source of his frustrations is how close he was to getting to his goal but could not reach it, leading to a very aggressive behavior. Unfortunately, he hadn't found the best way to manage his frustrations with socializing and social norms before he had an overload and it resulted in physical aggression.

### **Class 11**

**Journal entry 8:** For a long time, especially at school, my colleagues come to me a lot to ask me questions about schoolwork, which has never bothered me. This session, the workload being more intense, I found myself having less time to allocate providing help to them. A very close friend of mine asks me for a lot more help than usual in certain social sciences subjects. She constantly writes to me to ask me questions, and to get my notes because she doesn't take some notes in class, or asks me for information without looking for it herself first. I love helping, but when I don't feel the person is making an effort. However, when I ask her questions, she rarely responds, saying she doesn't have time or simply refuses to help me. I find myself frustrated by the situation, and in a period where I have a lot of work to do myself, I would like her to help me sometimes too.

**Social and/or evolutionary psychology concept:** Reciprocity and social exchange theory

**Link:** In this situation, reciprocity does not appear in the relationship I have with my friend, I give a lot of my time and effort, which represents sacrifices, and she does not in the other hand. As I'm helping her, even if it doesn't bother me at a certain level because she is my friend, it's not an investment in the future, as she doesn't give me any help in return. Furthermore, as I sacrifice a lot of my time for her, it costs me a lot, and she also receives a lot of benefits, meaning that the deception and anger I felt was a normal mechanism in this situation where the social exchange theory is not equal, and she is the only one benefiting of the situation. In conclusion, the feeling of anger and deception I felt can be explained by the fact that even if she is my friend, the returns of benefits are not present in my investment of time and effort, explaining why I feel angry.

### **Class 12**

**Journal entry 9:** I currently work in a theatre, in the ticket sales team, and I am part of a board of around ten people. Among these is Josée. Although she does not have a particular title, she has always stood out with her way of taking care of everyone and ensuring team cohesion. She makes sure that every person's concerns are heard, and that the position everyone has on the ticketing team corresponds to their interests. In addition, she often reminds everyone of the work required

and the sales goal for the month, with respect and kindness. She takes an essential place in the team, and is friends with everyone, and I now couldn't imagine our team without her. I can't imagine the number of times she's been kindly listening to me after I've had more difficult days with customers.

**Social and/or evolutionary psychology concept:** Types and styles of leadership, specifically, relation-oriented style and democratic type of leadership.

**Link:** It can be clearly assessed that Josée is a leader in the ticket sales team. First, she is a relation-oriented leader, when considering the styles of leadership. She is a warm individual when she listens and has great communication skills with the whole team. Furthermore, she helps everyone and recognizes everyone's worth. She prioritizes the problems regarding relations in the team, rather than completing work where it's not everyone that felt respected. Second, she is a democratic type of leader. She guides everyone towards the different goals regarding sales, while being very kind. She also encourages us to speak out for ourselves and propose our ideas. Lastly, she has a lot of experience but shares it in a very humble way, thought giving advice and being generous with her knowledge, encouraging no competition. To conclude, Josée fully represents what it is to be a democratic and relation-oriented leader in my workplace.