



STUDENT NAME: _____
SCHOOL NUMBER: _____
DEPARTMENT: _____
TOTAL SCORE: _____ / 30

READING SECTION

DURATION: 80 minutes

READING 1

A When Scottish philosopher David Hume published his masterwork *An Inquiry on Human Persuasion* in 1751, he was harshly criticized by the philosophers under the influence of rationalism. Because on the contrary to rationalistic view dominant at that time, Hume believed that persuasion, 'the art of influencing the minds of people', can be achieved by appealing to people's emotions. From Hume's perspective, facts have less importance than emotions on changing people's opinions. Many decades later, expanding on Hume's work, the social psychologist, Robert Cialdini published his best-known book, *Influence: The Psychology of Persuasion*. Capturing the headlines in both scientific field and mass media, the book stresses that to make people accept your requests, you need to focus on their feelings and intuitions. Many other theorists like Hume and Cialdini have conducted studies on the nature of persuasion. They have unlocked the mysterious ways in which one individual can influence another's actions. Thanks to their contributions, we are now more aware of the basic principles explaining the psychology of why people say "yes".

B As highlighted by varied research, the first universal Principle of Persuasion is *reciprocity*. Simply put, people usually feel that they need to give back to others the form of a behavior, gift, or service that they have received first. And in the context of a social obligation, people are more likely to comply with those whom they owe. One of the best demonstrations of the Principle of Reciprocity comes from a series of studies conducted by Lynn and Fisher. In a number of experiments in restaurants, the researchers observed that when a waiter gives the customers a gift such as a liqueur, a fortune cookie, or a simple candy, and brings the bill at the same time, the customers tend to leave a tip, a small amount of money to the waiters. Moreover, their studies underscored that giving customers a single candy at the end of their meal typically increased tips by around 3%. Interestingly, if the gift is doubled, say, two candy bars are provided, tips quadruple – resulting in a 12 % increase. But perhaps most interesting of all is the fact that if the waiter provides one candy, starts to walk away from the table, but pauses, turns back and says, "For you nice people, here's an extra candy," tips go through the roof. A 23 % increase influenced not by what was given, but how it was given. So the key to using the Principle of Reciprocity is to be the first to give and to ensure that what you give is personalized and unpredictable.

C Additionally, people can be persuaded by the Principle of Scarcity. This principle highlights that limited choices become more attractive. This means that the idea of potential loss plays a large role in human decision making. This principle is actually based on several studies conducted on children by Knowles. In particular, in one of his studies, Knowles divided little boys into two groups. He called the first one as non-barrier group and the second one as barrier group. First of all, the boys in the non-barrier group went into a room containing two equally attractive toys. There were no barriers that would stop the boys from playing with the toys. They could easily reach over the toys to play. For the other boys in the barrier group, however, there was a tall barrier effectively blocking the boys' access to one of the toys. The researcher wanted to see how quickly the boys would make contact with the toys under these conditions. The findings were clear. As there was no barrier to restrict access to the toy, the boys in the non-barrier group showed no special preference for either of the toys. But when there was a big barrier in front of one of the toys, the boys in the barrier group went directly to the toy which was difficult to play with. In all, the boys demonstrated the classic response to a limitation of their freedom of choice.

D The Principle of Authority can be used as another way to influence people's behaviors. According to this principle, most of us listen to the instructions of someone we see as an authority. We have a tendency to do what he demands from us. In fact, one of the most famous studies about persuasion and authority was carried out by a well-known scientist, Milgram. First, he developed a shock generator, with electric shock levels starting at 30 volts and increasing all the way up to 450 volts. He labelled buttons on the machine with terms including "slight shock" and "danger: severe shock". Next, he recruited 40 men by paying some money for their participation. After these preparations, he started the experiment. During the experiment, each participant took the role of a "teacher" who would give an electric shock to the "student" when he answers a question incorrectly. Although the participants believed they were giving real shocks to the student, the student was actually Milgram's assistant. He was simply

pretending to be shocked. As the experiment progressed, the student would cry and scream. Or sometimes, he would bang on the wall and would want to be free. It is important to note that although the participants became extremely stressed out because of the student's reactions, almost all of them continued to follow the orders given by the authority all the way to the end.

E Many experts in their field of work such as authors and researchers have written on the relation between authority and persuasion. In particular, one of his articles called *The Uses of Authority on the Way to Persuasion*, Milgram states that "humans possess an extreme willingness to go to almost any lengths on the command of an authority." In the experiment mentioned above, for example, although being really uncomfortable with the responses of the student, the participants all acquiesced to the instructions as Milgram was wearing the right costume for an authority figure in that setting – he was wearing a laboratory coat and carrying a clipboard. Similar studies show that there are certain symbols of authority that have an impact on people's decision-making process. These may be titles like *Doctor, Professor, Captain, and PhD*, clothes like *uniforms, business suits, white lab coats* and trappings such as *guns and badges for security personnel, expensive cars, or watches for successful entrepreneurs*, etc. These symbols often furnish authority that people respond to.

F Additionally, features related to the audience and the speaker can have a significant importance on how people can be convinced. During the Second World War, researchers such as Hovland and Cohen extensively researched persuasion for the U.S. Army and after the war, they came up with a model called *the Attitude Change Approach*, which describes the features leading people to change their attitudes. This model puts emphasis on certain *characteristics of the speaker*. It underscores that elegant speakers are more effective than less attractive ones. People with stylish costumes or with an admirable face and body appeal more to listeners. Thus, it can be said that the use of handsome actors and athletes with muscular bodies on TV advertisements relies on this principle. Moreover, according to their model, even if they are not as influential as physical ones, certain qualities of a speaker *such as* credibility and expertise influence the persuasiveness of a message. Thus, speakers who are credible, or who have expertise on the topic have the potential to change people's perceptions.

G Moreover, certain *characteristics of the audience* is as influential as that of the speaker in terms of the power of a message. More specifically, Hovland and Cohen spotlight the features of the audience such as attention, intelligence, self-esteem, and age. To their model, people with lower intelligence are more easily persuaded than those with smart ones, whereas people with moderate self-esteem can be more receptive than those with higher or lower self-esteem. Younger adults are more persuadable than the elderly. In addition to these personal characteristics, prior experience of the audience counts, as well. If an audience has been well fed and is relaxed and happy, he may become vulnerable to persuasion. Indeed, as Irving Janis has discovered, people who have been allowed to eat desirable food while listening to a persuasive speech are more influenced by what they hear. Similarly, research by Petty suggests that people who have recently received self-esteem-affirming feedback - such as learning they are well liked - are also more receptive to being persuaded by a communication.

H All in all, it seems that understanding the basics of persuasion is crucial. According to Larter, the guru of social influence in business world, persuasion is a powerful vehicle for significant change, for good and ill. Coming from us to others and from others to us, persuasion pervades our lives. That is why, basics of persuasion is worth learning.

READING 2

A. Why is it that Nelson Mandela became the first black president of South Africa? He wasn't the only man suffering from racism in the country that was governed by the white minority regime. He certainly wasn't the only activist of the day, struggling against the system. Or what is it that encouraged millions of Indians to follow Mahatma Gandhi's non-violent civil movement to fight against Great Britain for their independence? Obviously, he wasn't the only courageous man in India with a population of over one billion. There must be something else at play here. That is the power of leadership, the ability to inspire and motivate millions of people. Thinking about outstanding leaders, whether present day or historical, one may question how they became such a notable leader. Were they born this way or they learned to lead? Indeed, the extent to which people wonder about this issue can be measured by typing the very question "Are leaders born or made?" on google.com. Doing so produces 57,100,000 results in 0.14 seconds!

B. In fact, having different ideas regarding the factors that influence leadership, sociologists are basically split into two groups: nature and nurture. Those supporting nurture believe that environment has a huge impact on leadership and give the example of children who had serious parental issues in their childhood and became good leaders later. This idea is actually based on the 'deprivation paradigm' coined by two researchers, Alan Cox and Dennis Cooper. These two researchers interviewed 45 Chief Executive Officers (CEOs), each of whom took the helm of an organization with more than 1000 employees. Nine of the 45 CEOs had experienced the death of their father before they themselves were 16 years old; the parents of thirteen CEOs had separated from their parents because of alcoholism or boarding school at an early age. Thus, fully 22 of the 45 CEOs had been exposed to hardship in the form of some separation from at least one of their parents. From the interviews, the researchers realized that the development of a sense of self-sufficiency was a major reason in their success in socialization process. Also, the most legitimate factor that **galvanized** those people was their ability to relate their self-sufficiency to their sense of early loss. In other words, they noticed that the sense of loneliness forced these children to learn to rely on their own resources at an early age.

C. Another explanation to environmental aspect of leadership comes from developmental psychologists. Ignoring the biological component of leadership, Simon Elder conducted one of the large-scale studies on the effects of living conditions in childhood. With this study, Elder introduced the concept of 'opportunity trap' to the scientific world. For his study, he collected data during Great Depression. The longest and deepest economic depression of the 20th century, Great Depression, caused millions of people including children to live under hunger and poverty conditions. Choosing 167 children raised in either wealthy or poor families during Great Depression, Elder used a wide range of methods to collect data about their psychological and social development throughout two decades. His rich dataset allowed fascinating insights into the effects of early experiences in childhood. The results showed that participants raised by well-off parentage showed dramatically worse adjustment later on life compared to children who lacked opportunities during the economic crisis. Comparing the two groups, Elder mentioned that rich children suffered from health problems such as anxiety disorder and chronic depression, failed marriages and unsuccessful business life. On the other hand, impoverished children learned invaluable lessons from their stressful teenage years.

D. On the other hand, there are many researchers who have engaged in leadership issue from the perspective of genetics and biology. Following the ideology of the historian Thomas Carlyle who popularized the Great Man Theory, these researchers claim that great leaders are born, not made. In their view, highly influential leaders such as Nelson Mandela, Mahatma Gandhi, Mother Theresa, or some of their destructive counterparts such as Hitler or Pol Pot are natural-born leaders whose leadership traits are in-born. That means _____ . Highly influential individuals either with their personal charisma, intelligence, wisdom or political skills use their power in a way that has a decisive historical impact on the lives of the masses of people. That is why, under this theory, researchers tend to look down on the relation between leadership and environment.

E. Additionally, research over the past decade, has added more on the Great Man Theory due to the comprehensive twin studies. These studies have gone beyond a sole focus on biographies of influential leaders and have come to a scientific ground. Data from twin studies have consistently shown that leadership has a substantial degree of genetic basis. These studies have had valid and reliable research methodologies to evaluate the genetics in

leadership roles. Thus, a majority of twin studies demonstrate that the genetic component to leadership is found to be the most effective one. In particular, DeNeve and his colleagues, by extending the understanding of genetic factors, found a gene that can influence whether a person is likely to rule or be ruled. They analyzed DNA samples from 4,000 twin siblings and discovered that the leadership gene, known as rs4950, is an inherited DNA sequence associated with people who are good at taking charge. Therefore, people with the so-called leadership genes are 25 per cent more likely to have a supervisory or managerial role at work.

F. One more explanation to the biological impact of leadership comes from the animal world. Nakayama, an evolutionary psychologist from University of Cambridge, designed an experiment based on 'reverse role model'. He tested the nature of leaders and followers using pairs of fish called Sticklebacks. Sticklebacks are well known for showing individual differences in courage, say, when they are in search of a prey to hunt and eat. When they move to a risky area in the deep of the oceans, or when encountered in an emergency situation, the bolder fish are more likely to initiate collective movement and lead the group while the shy sticklebacks tend to follow their leader. In his experiment, Nakayama forced the pairs of fish to take opposite roles to see if they could change roles with training. Their prediction was that brave fish would perform poorly when forced to become followers, while shy fish would adopt the role of leader easily. However, the results were completely the opposite. For both groups of fish either bold or shy, the tendency to lead is much less flexible than the tendency to follow. The bold fish readily adapted to following but the shy fish could not be trained to lead. They figured out that fish can learn to follow regardless of their personality whereas they are not capable of learning to lead.

G. Moreover, since the first feminism waves emerged in 1960s, the debate on leadership has focused on gender inequality in leadership positions. Despite several advancements women have made in the workplace since those years, a recent study at Princeton University revealed the concrete facts on the position of women in workplaces. First of all, the study indicates that only 4 % of the most prestigious 500 firms are led by women and it calls attention to 'glass-ceiling syndrome' as one major reason for the significant gender inequality in leadership positions. This refers to people's tendency to see different personality traits as inherently masculine or feminine. Thus, under the influence of public perception of feminine roles, women feel that certain job roles aren't the right fit, in our case leadership roles. This public perception of feminine roles cause women to be unmotivated to pursue managerial positions. Moreover, according to the study, a majority of people emphasize masculine traits, such as dominance, ambition and competitiveness for managerial positions. Thus, women have to out-perform and to be exceptionally innovative if they would like to be seen as competent enough to lead a higher position in any workplace. On the other hand, the conditions are not the same for males because they may often step out the ladder quickly because of the privileges they have in a male dominant world.

Adapted from The Science of Leadership by Julian Barling

READING 1 QUESTIONS

Part A: For questions 1-10, circle the best answer a-d. (1.5 points each; 15 points)

1. Which of the following is **NOT MENTIONED** in paragraph **A**?
 - a. Rationalists disagreed with David Hume's views on persuasion.
 - b. Hume's and Cialdini's opinions about persuasion were similar.
 - c. Hume is a more respected and successful philosopher than Cialdini.
 - d. Robert Cialdini's work received heavy attention among people.

2. According to paragraph **B**, it is clear that customers _____.
 - a. are surprised when the waiters bring a lot of candies
 - b. often prefer liqueur to fortune cookies or candies
 - c. leave no tips when they are unhappy with the meal
 - d. are affected by personal and unexpected presents

3. The study by Knowles indicates that _____.
 - a. using children in experiments is an effective way for scientists
 - b. the qualities of the toys affect the results of the experiment
 - c. having less opportunities available may affect people's behaviors
 - d. playing with toys has an important impact on children's personality

4. According to paragraph **D**, the **main** purpose of Milgram was to _____.
 - a. find out how a powerful figure affects people's behaviors
 - b. understand why people become violent towards others
 - c. check the effects of the shock generator on people's body
 - d. show that money can motivate people's actions a lot

5. The word **acquiesced to** in Paragraph **E** is closest in meaning to _____.
 - a. followed
 - b. compared
 - c. demanded
 - d. enjoyed

6. Which of the following is **TRUE** about symbols of authority according to paragraph **E**?
 - a. Authors' work on symbols of authority usually conflict with each other.
 - b. People rarely obey what is told by authority figures if they feel bad.
 - c. A *title* as a symbol of authority is more effective than a person's *clothes*.
 - d. There is a variety of symbols of authority that are influential on people.

7. The Attitude Change Approach in paragraph **F** suggests that _____.
 - a. speakers often have difficulty in changing people's attitudes at war times
 - b. most people tend to favor a speaker's appearance over his other qualities
 - c. it is sometimes ineffective to use famous people to change people's actions
 - d. majority of people are influenced more by personality traits of a speaker

8. Which of the following is **NOT** a quality of the audience who can be persuaded more easily in paragraph **G**?
 - a. To have a lower IQ
 - b. To have high self-confidence
 - c. To be at a younger age
 - d. To be in a peaceful mood

9. Tommy Martin, a psychology professor at the University of New York, designed a study to evaluate how students can be persuaded to take part in a psychological experiment. To do that, as a first step, he sent a signed letter to half of the students giving details about his educational degree and position at the university. On the other hand, the other half did not receive a letter about the professor. Then, he compared how many participants volunteered to be a part of the study from each group.

Which principle of persuasion do you think Tommy Martin applies in his experiment?

- a. Reciprocity principle
- b. Scarcity of the resources
- c. An authority figure
- d. The qualities of the audience

10. The best title for the text can be _____.

- a. The Main Principles of the Science of Persuasion
- b. The Major Strategies to Persuade Different People
- c. The Results of Persuasive Methods on Behaviors
- d. The Tendency among People towards Persuasion

READING 2 QUESTIONS

For questions 11-20, circle the best answer a-d. (1.5 points each; 15 points)

11. Which of the following **CANNOT BE SAID** according to paragraph A?
- Mandela's fight against the regime led him to a strong position in the government.
 - Gandhi took peaceful actions rather than violence to free India from Great Britain.
 - Historical leaders were more courageous and inspiring than present day leaders.
 - There are millions of online resources related to the concept of leadership.
12. The word **galvanized** in paragraph B is closest in meaning to _____.
- expected
 - motivated
 - advised
 - damaged
13. Which of the following is **TRUE** about Elder's study?
- It showed that poor children were better than rich ones in the long run.
 - It investigated the effect of Great Depression on parents' psychology.
 - It received more appreciation among sociologists rather than psychologists.
 - It was harshly criticized for having insufficient data collection methods.
14. Which of the following best completes the missing line in paragraph D?
- these leaders come into the world with some characteristics not found in all people
 - Thomas Carlyle's Great Man Theory should be meticulously questioned once again
 - leaders such as Hitler or Pol Pot are responsible for deaths of millions of people
 - people usually admire leaders with a charismatic personality more than others
15. Paragraph E **mainly** discusses _____.
- the complicated research methodology of twin studies
 - the relation between DNA and rs4950 leadership gene
 - the nature of *rs4950* gene and its inheritance from parents
 - the twin studies and their contributions to leadership debate
16. Nakayama's study in paragraph F indicated that fish called Sticklebacks _____.
- can only survive in deep oceans to find food to eat
 - can't act in a group in case of dangerous situations
 - are unable to learn to lead even if they are trained
 - don't find it difficult to change their natural roles
17. Which of the following is **NOT** a result of the study mentioned in paragraph G?
- Women have made a huge progress in workplaces thanks to feminist ideology.
 - There is a small number of companies managed by women around the world.
 - Women usually stay away from top positions due to negative public perception.
 - Many people may associate masculine qualities with supervisory or managerial roles.
18. The tone of the author in the text is _____.
- objective
 - disapproving
 - ignorant
 - playful

19. What would be the best title for this passage?
- a. The Effects of Environment on Leadership
 - b. Biological Aspect of Leadership Development
 - c. Different Perspectives on Leadership Roles
 - d. Genetics and Gender in Terms of Leadership

20. Ayşe works as a manager at an international company. Her company sent Ayşe to Japan to open a new branch two years ago. For this reason, Ayşe had to leave her son, Ali back in Turkey. At first, Ayşe was worried that her son Ali would have serious problems such as getting low grades or quarrelling with his classmates at school. But it turned out that first, Ali became the best candidate for leading the Sports Club. Additionally, he was chosen as the student representative by the school administration.

Which of the following best explains Ayşe and Ali's situation?

- a. Deprivation Paradigm
- b. Opportunity Trap
- c. Reverse Role Model
- d. Glass-ceiling Syndrome



FBÜ
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STUDENT NAME: _____
SCHOOL NUMBER: _____
DEPARTMENT: _____
TOTAL SCORE: _____ / 10

LISTENING SECTION I

DURATION: 10 minutes

WHILE LISTENING

Part A: For questions 21-25, circle the best answer a-c. (1 point each; 5 points)

21. What makes Ali worried?

- a. The topic of his master thesis
- b. Lack of competence of his advisor
- c. Strict deadlines

22. Ali wants Suna to _____.

- a. participate the interviews with him
- b. conduct the research surveys for him
- c. teach him how to analyze information

23. If Suna's team wins the competition, they will _____.

- a. get a job in the European Commission
- b. receive financial support from the commission
- c. have a chance to visit different universities

24. Suna will meet her friends in the library in order to _____.

- a. fill out the competition form together
- b. decide on the name and the logo of the app
- c. discuss the benefits of the app for entrepreneurs

25. Suna refuses Ali's offer as _____.

- a. she'll probably get tired after the project meeting
- b. she is planning to do review before her class
- c. she finds the topic of the conference boring



STUDENT NAME: _____
SCHOOL NUMBER: _____
DEPARTMENT: _____
TOTAL SCORE: _____ / 15

LISTENING SECTION II

DURATION: 25 minutes

NOTE-TAKING

LECTURE NOTE-TAKING SHEET

You are going to listen to a lecture from a sociology class. Take notes as you listen. Later, you are going to use your notes to answer questions.

I. The importance of beauty

Today's Magazine Survey

II. The Halo Effect studies

III. Approaches to beauty

Meland's experiment

The babies experiment

The fusiform and its duties

IV. Cosmetic Surgeries

The Foundation for Cosmetic Surgery Report

V. Main Reasons for Cosmetic Surgeries

Gender Differences

VI. Media and cosmetic surgeries

The Kardashians



STUDENT NAME: _____
SCHOOL NUMBER: _____
DEPARTMENT: _____

NOTE-TAKING

PART B: For questions 26-35, circle the best answer a-d. (1,5 points each; 15 points)

26. Which of the following is **TRUE** according to Today's Magazine Survey?
- Women's beauty routine may take more than one hour every day.
 - An average woman spends half of what she earns on beauty products.
 - Young women spend more money on beauty products than old ones.
 - Women may choose to change their plans because of their appearances.
27. Which of the following is **NOT** mentioned in relation to the Halo Effect?
- Being more intelligent
 - Being popular in social circles
 - Making more money
 - Having an honest character
28. Meland's study shows _____.
- that beauty is perceived as something personal or cultural
 - that ideal beauty standards are the same across cultures
 - why beauty contests attract people's attention in the USA
 - why light-skinned people are preferred more across the world
29. The babies experiment by the University of Exeter is mentioned to show _____.
- why babies show a greater interest in females than males
 - why babies and adults have a different preference for beauty
 - that people are born with a preference for beautiful faces
 - that people learn to recognize the concept of beauty after birth
30. Which of the following is **NOT** a responsibility of the fusiform in our brains?
- detecting if somebody has good genes or not
 - determining a person's good or bad personality
 - evaluating feelings and beauty of a person
 - recognizing people that we know or don't know
31. The 2017 figures by the American Foundation for Cosmetic Surgery reveal that ____.
- there has been a decline in the number of cosmetic surgeries in the United States
 - people would like to have cosmetic surgeries in Brazil due to high-tech clinics
 - people in South Korea don't prefer cosmetic surgeries for cultural reasons
 - cosmetic surgery in Colombia costs less than those offered in other countries
32. Compared to women, men having cosmetic surgeries think that cosmetic surgeries ____.
- are for people who are unhappy with their bodies
 - aren't as expensive or dangerous as they were before
 - help them to be more successful in their career
 - lead to a more romantic involvement with partners
33. Dr. Williams gives the example of the Kardashians to explain _____.
- why people shouldn't compare the extraordinary lives of celebrities to one another
 - the role of media figures on people's decision making about cosmetic surgeries
 - how important it is to watch TV programmes to learn about cosmetic operations
 - the effects of cosmetic operations on the health conditions of professional people

34. The lecture is mainly about _____.

- a. the different aspects of beauty and cosmetic operations
- b. the importance of beauty in private lives of young people
- c. the different attitudes of men and women towards beauty
- d. types of cosmetic surgeries and their implications for patients

35. The author believes that _____.

- a. young people are negatively affected if they aren't ready for surgeries
- b. adults should be a role model for young people with their decisions
- c. parents' permission must be received before the cosmetic surgeries
- d. it is really difficult to reduce cosmetic surgeries among young people



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STUDENT NAME: _____
SCHOOL NUMBER: _____
DEPARTMENT: _____
TOTAL SCORE: _____ / 25

WRITING SECTION

DURATION: 60 minutes

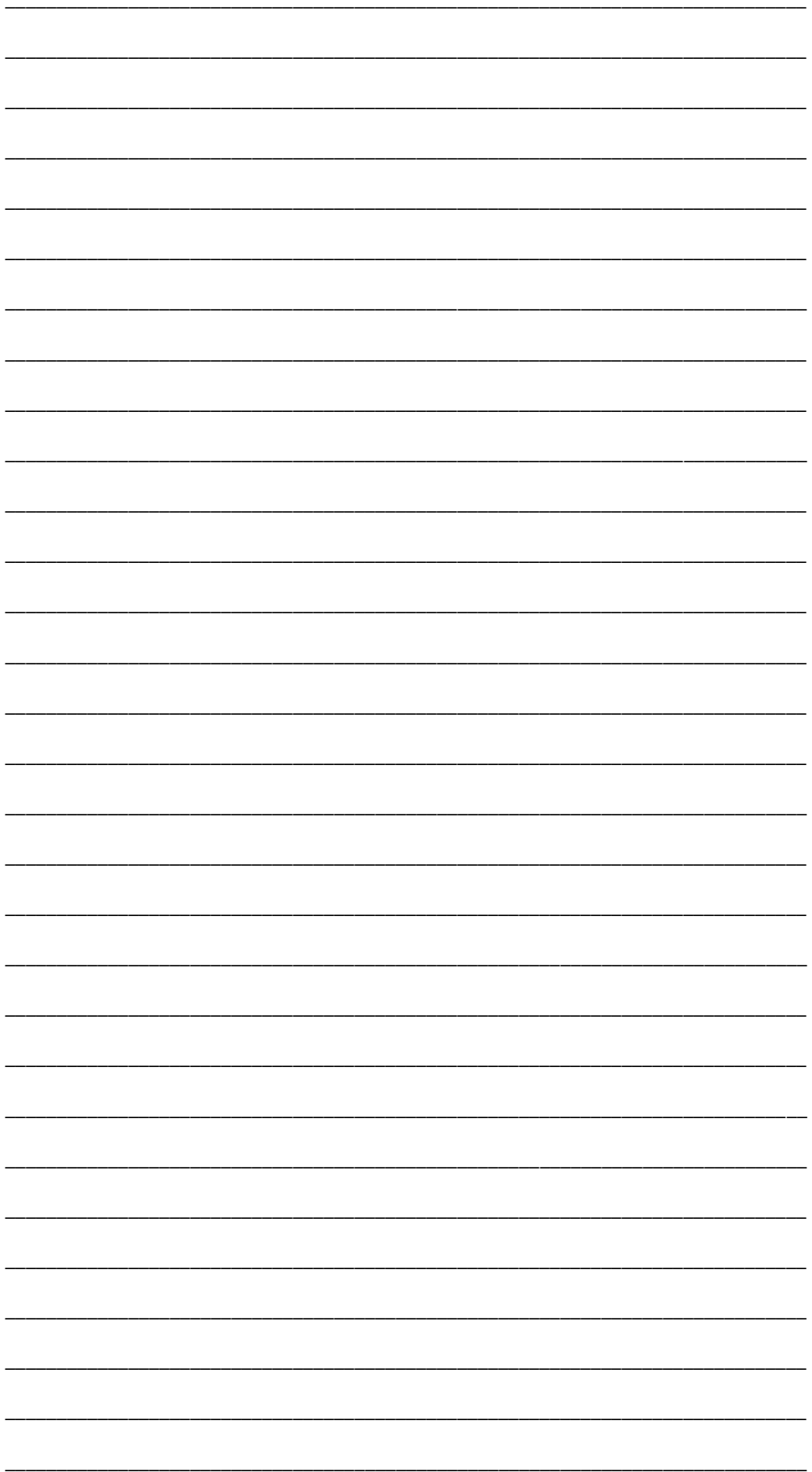
Instructions: Choose **ONE of the options** and write a well-organised opinion essay (with introduction, body, and conclusion parts) between **250-300** words. **Do not forget to write your Word Count (WC) just below your essay.** You may use the space provided in the box below to take notes before you write your essay.

Option 1. Which type of education might be better do you think in this Covid-19 pandemic period: online or face-to-face education? Please support your ideas with specific examples and/or experiences of your own.

Option 2. Do you think a person's appearance directly affects her/his success in business life? Please provide your ideas with specific examples and/or experiences of people you know.

NOTES PART

(You may use this part to take notes before you start to write your essay)



Word Count (WC): _____

<i>(THIS PART WILL ONLY BE FILLED BY FBU INSTRUCTORS)</i>		Word Count (WC): _____
C: _____	O: _____	G: _____
L: _____	C&S: _____	
		Total Score: _____