

Lecture 2:

Group Dynamics



What is a group?

- Questions to consider:
- Juma wants join a very exclusive gang of boys at his school. As part of his 'initiation', Juma is asked to walk down the high street wearing nothing but his underpants. After he has completed the task, do you think that Juma will be happy to be a member of this gang?
- Ed is an ex-army man who served during the Falklands War. He is an active member of an ex-serviceman's group in his local town. One year it is revealed that Ed never engaged in active combat. How do you think his ex-serviceman's group would react to this news?

Groups...

- Central part of human existence
- Influence who we are and how we live
- In this lecture, we will discuss:
 - What is a group?
 - Formation of groups
 - Group structure
 - Fitting in to groups
 - Effects of being part of a group (or not...)



Essential features of a group

Essential features (Johnson & Johnson, 1987):

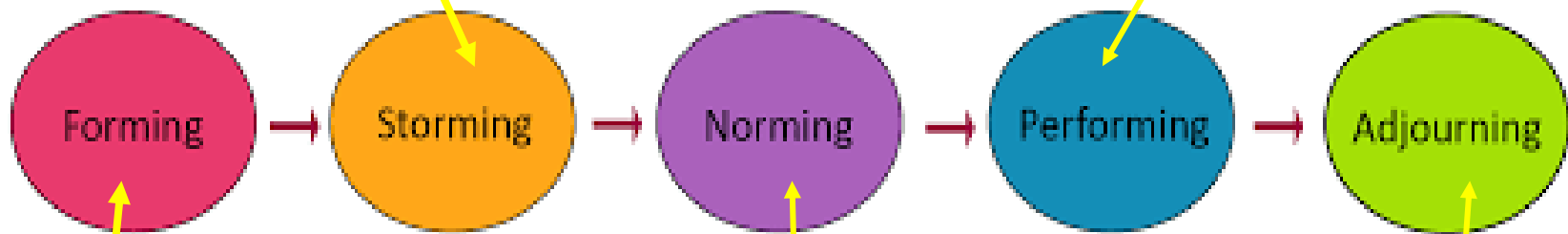
- Interact with one another
- Perceive the self as belonging to a group
- Are interdependent
- Have a common goal
- Have a joint association to satisfy a need
- Have a structure of norms or rules
- Influence each other

But does this work for bigger or remote groups?

Group Formation (Tuckman, 1965)

Addressing issues, Conflict may be suppressed in the interests of harmony

Task orientation



ACCIPIO

Acceptance;
Avoidance of conflict
and controversy -
Working out structure
and roles

Listening, support and
flexibility.
Common identity and
purpose

Task is complete
and the group
disengages

Group Socialisation

- Explains the dynamic nature of the group over time
- Interrelationships between the group and individual members are important (Moreland & Levine, 1982)
- The individual and group evaluate each other:
 - ✓ Is this rewarding and worthwhile?
 - ✓ Influences commitment
- Five membership phases...



The 5 stages

Prospective member (investigation)



Marginal member (socialisation)



Member (maintenance)



Marginal member (re-socialisation)



Ex-member (remembrance)

- Processes mean different things for different groups:
- e.g. a school child cannot be re-socialised into their school once they have left
- Often involve *initiation rites*
- People accept often negative outcomes due to cognitive dissonance (Festinger, 1957)
- Groups benefit from positive socialisation
- Socialisation outcomes describe how the group members feel about how they functioned
- Most prominent is group cohesion-
 - How much does it hold together as an entity?
 - Depends on mutual support
 - Consistent behaviour

Group cohesion

- What predicts group cohesion?
 - Attraction
 - The degree to which the group satisfies individual goals
 - “Forces” within the group
- But other structural features of groups are important:
 - Norms
 - Roles and status



Norms and Roles

Norms

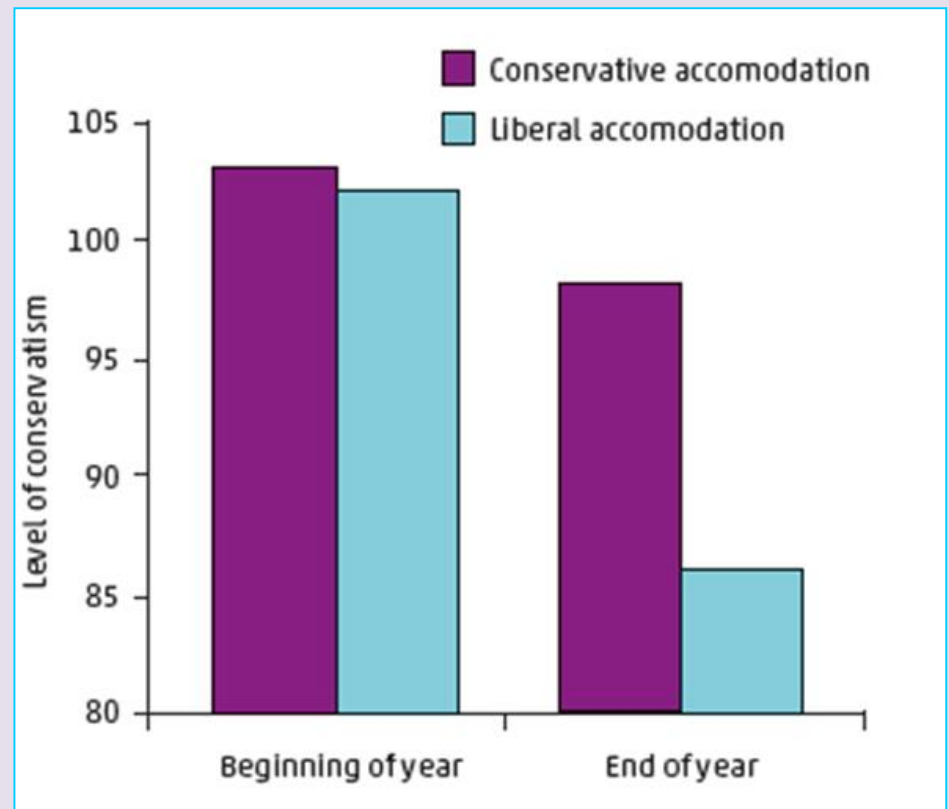
- Formal or informal
- Regulate and guide behaviour
- Some are universal and some vary across cultures

Roles

- *Roles* – shared expectations of how people are supposed to behave
- How people holding particular positions should behave:
 - Division of labour
 - Expectations
- Provide information about the group
- Groups with set roles tend to be more satisfied and perform better (Barley & Bechky, 1994)

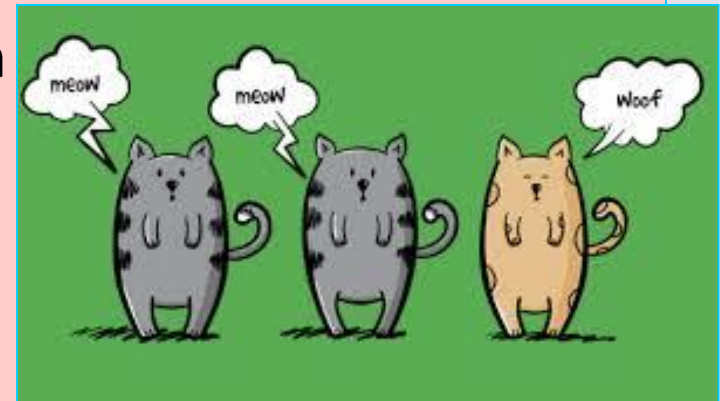
Norms

- Provide frames of reference but can change attitudes and behaviour
- Students randomly assigned to dormitory (liberal) or sorority (conservative) lodging (Siegel & Siegel, 1957)
- Attitudes measured at beginning and end of year...Dormitory students became more liberal in their attitudes from exposure to liberal norms



Why do norms work so well?

- They are often *enforced*
- People often *internalise* them
- They become *fixed* during socialisation
- They are *consensual*
- They are frequently *activated*
- They act as *action heuristics* to make life easier



Are roles always good?

- They can sometimes make people lose sight of right and wrong
- Stanford Prison Experiment (Haney et al., 1973)
- Also when they seem *illegitimate* or *arbitrary* (gender roles are a good example)



The effects of being part of a group...

- De-individuation (Zimbardo)
- Prejudice and discrimination
- Realistic Group Conflict
- Social Identity Theory (SIT)
- In-groups and out-groups
- Social facilitation and Social loafing



De-individuation (LeBon 1995)

- Origins of the theory.....
- LeBon(1995) individuals behaviour change in the presence of large crowds, he described individuals in a crowd as 'descends several rungs of the ladder of civilisation'
- A number of psychological factors involved the most important being:
- Anonymity (It breeds a 'collective mindset')

Zimbardo (1970/73)

- Built upon LeBon's original idea and went onto describe deindividuation as more than anonymity, there are other important factors.
- Increased Arousal
- Reduced Responsibility
- Sensory Overload
- Altered consciousness (drugs/alcohol)
- Remote control



Diener (1980)

- Individuals act in well scripted ways and do so without conscious awareness.
- They only become aware when being evaluated by others or if their behaviour does not follow a script.



- Thus suggesting:
- Crowds block an individuals capacity for self awareness and therefore become de-individuated but do not discount the effect of social arousal.

Prentice, Dunn & Rogers(1982)

Public self awareness

- Concern about impression
- Can be reduced by anonymity/ diffusion of responsibility.

So...loss of public awareness leads to a loss of public standards of behaviour and lowers our inhibitions.

Private self awareness

- Own thoughts and feelings
- Can be reduced by becoming so involved in an activity we **forget** ourselves.

So...loss of private awareness leads to a loss of internal standards & over reliance on environmental cues.



Anonymous group behaviour ensures a reduced capability to engage in rational thinking.

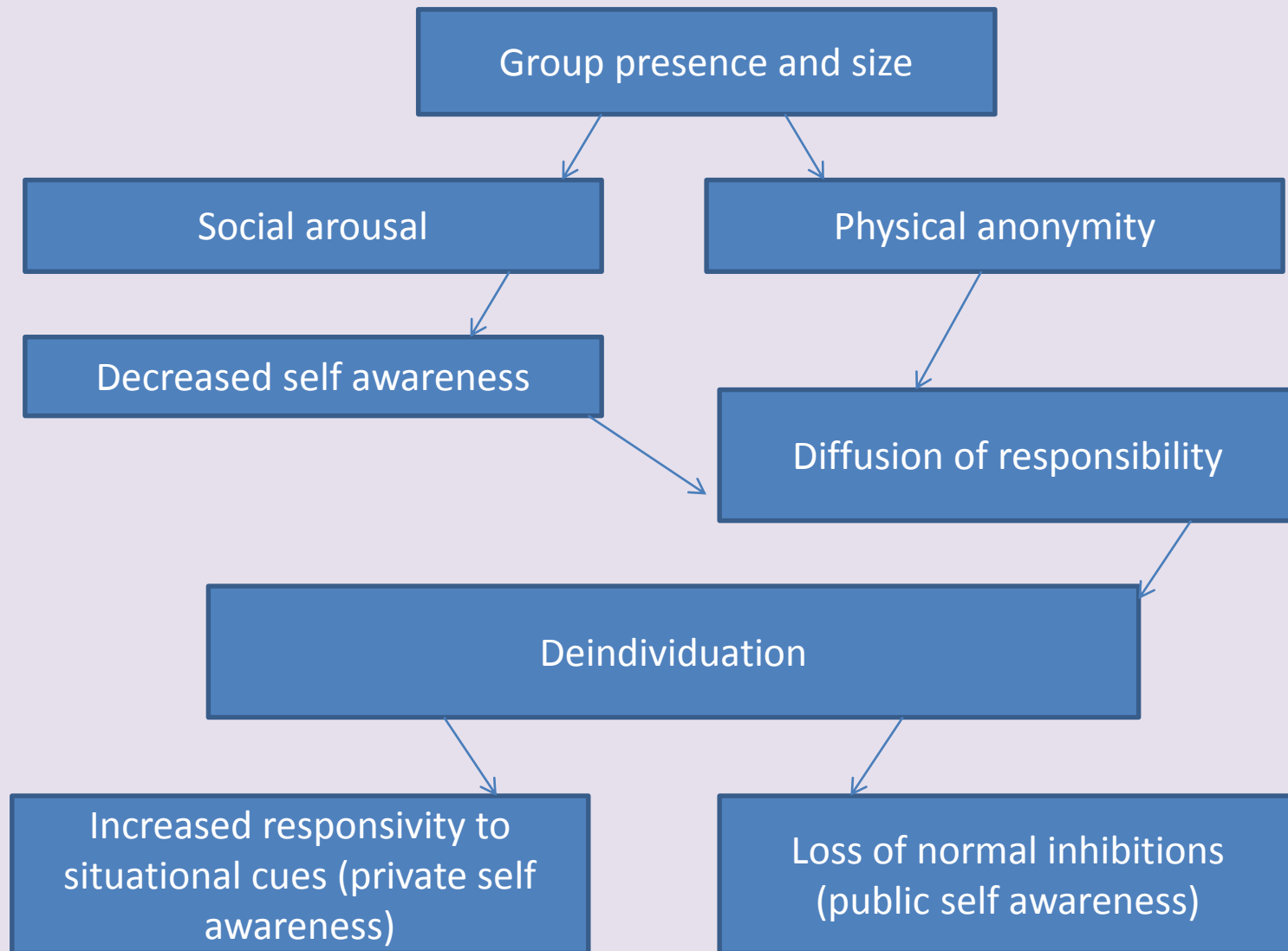
Fans become so involved in game that they are no longer self aware



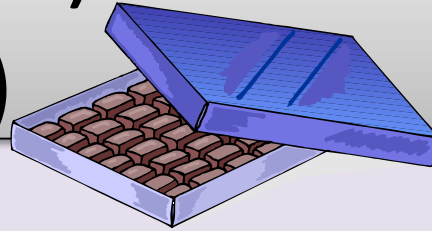
An example of reduced private self awareness.

A reliance upon others in environment to set the standards of how to act.

Factors that interact to cause deindividuation (adapted from Myers 1998)



1. Trick or Treat (TOTS) Diener et al 1976)



Place: Seattle USA



Procedure: 27 women asked to give out sweets to 1000 trick or treaters.

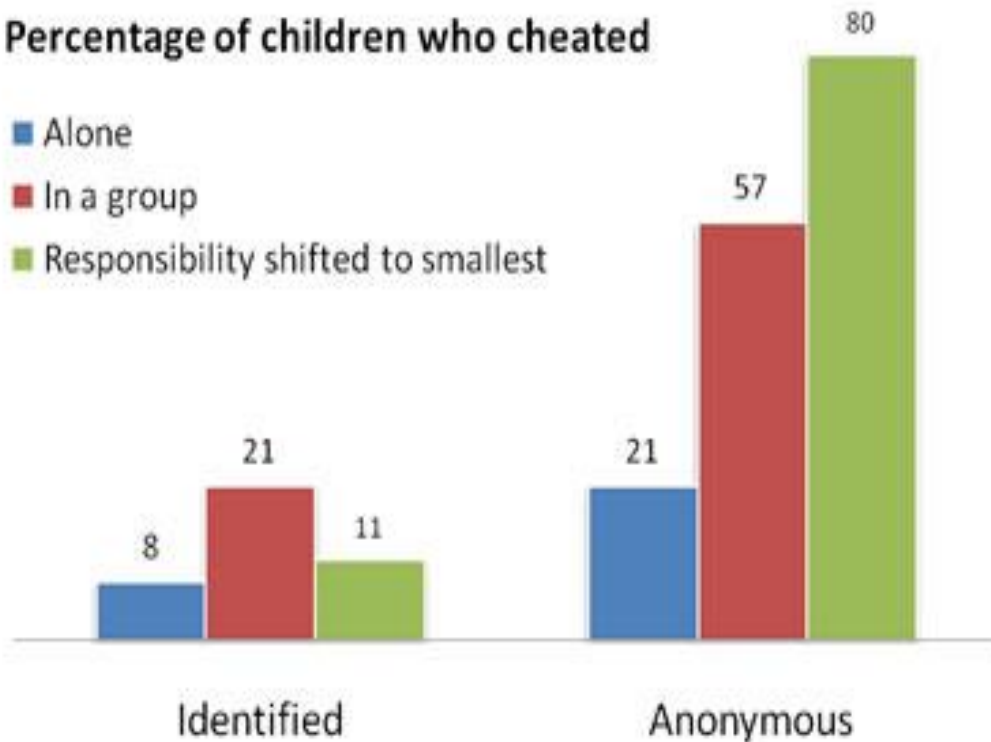


Half the children were asked for names and addresses, the other half were anonymous. Some children were on their own, while others were in a crowd.

Whilst chatting to the children the women had to answer a phone call and left the children with strict instructions to only take one sweet each.

Results of TOTS investigation

Percentage of children who cheated



Children more likely to steal in groups when they were anonymous
Sample!

2. Anonymous Lab Coat (ALC) Study (Zimbardo, 1970)

Place: USA



Procedure: Women dressed in lab coats & hoods in order to render them anonymous.

A control group wore their own clothes and had name tags.
The women had to shock victims (Think Milgram!!!)

Results of ALC Study....

- Pp's had to shock a victim (confederate). The anonymous pp's shocked for longer than the identifiable pp's.
- Thus it can be concluded that..... Anonymity would appear to contribute to aggressive behaviour. (more on this later).



Ku Klux Klan effect – suggested that there was an association with the KKK, this may have affected the amount of shocks given.



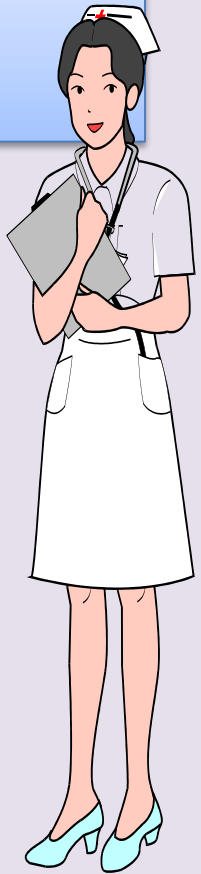
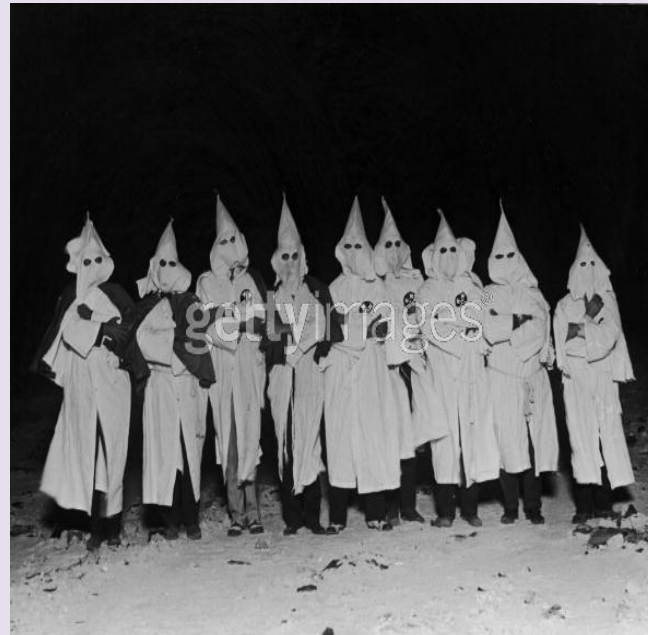
Unethical – informed consent/protection from harm. given.



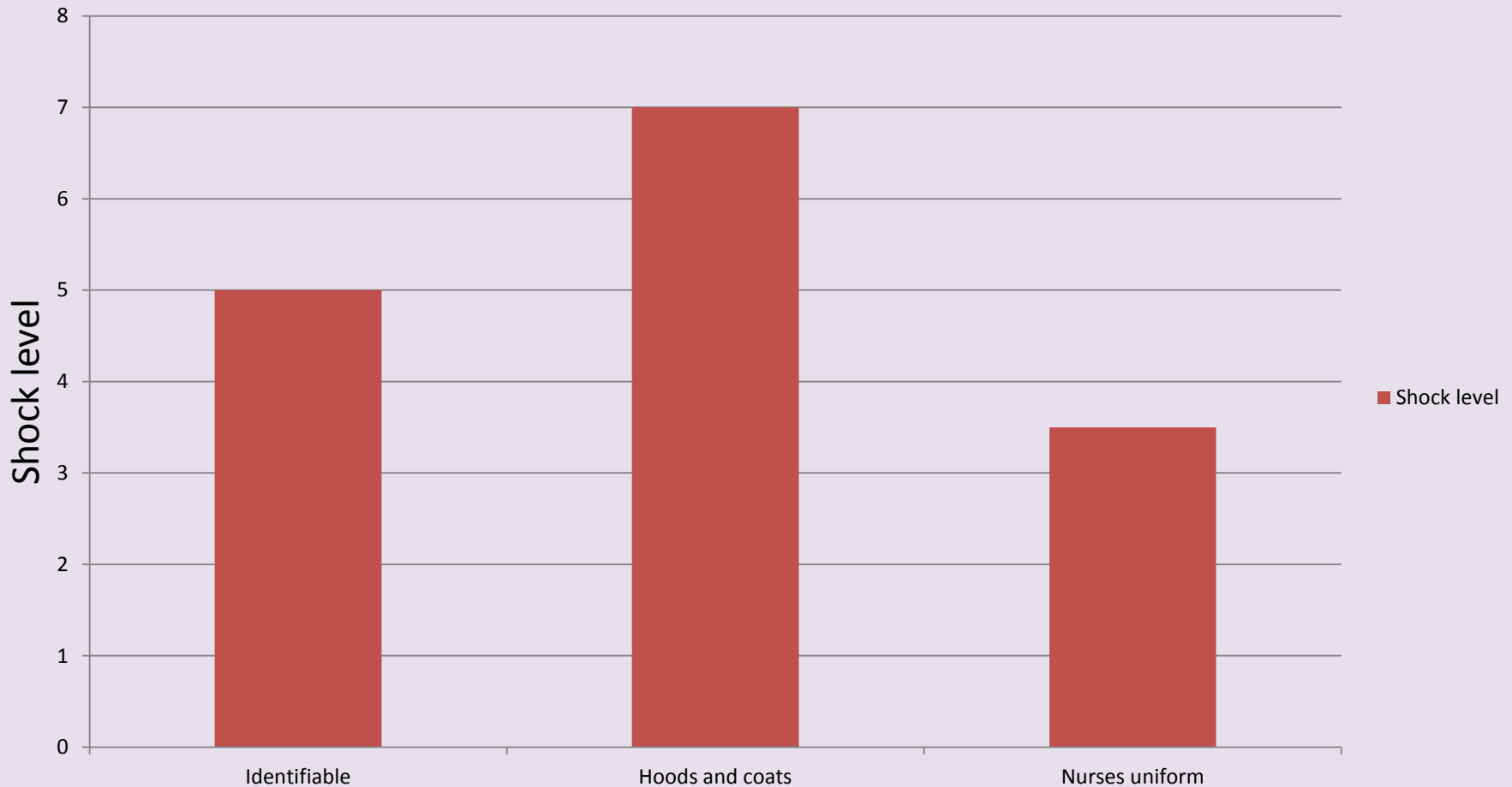
Sample was just women – may be different for men.

3.The costume Experiment: (Johnson & Downing,1979).

- Pps made anonymous by wearing masks and overalls, similar to KKK or nurses.
- Compared to control group Pps shocked more when dressed as KKK, but they shocked less when dressed as nurses.



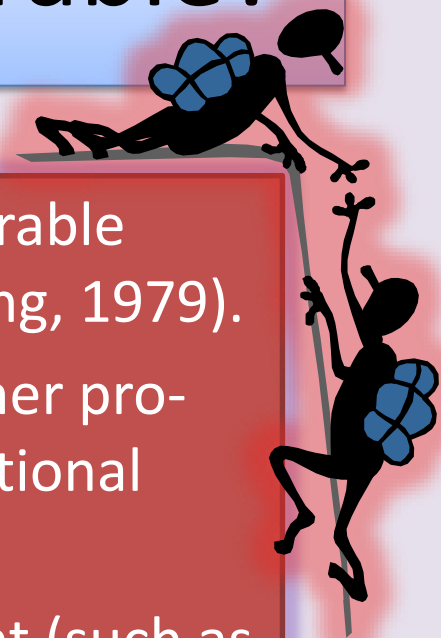
3.The costume Experiment: (Johnson & Downing,1979).



Graph illustrating results from the costume experiment.

Is deindividuation ever desirable?

- Deindividuation can be both desirable and undesirable (Spivey & Prentice-Dunn, 1990; Johnson & Downing, 1979).
- They found that deindividuation could lead to either pro-social or anti-social behaviour depending on situational factors.
- When pro-social environmental cues were present (such as a pro-social model) deindividuated pp`s were more likely to behave altruistically.
- Deindividuated pp`s performed more altruistic acts (gave money) and significantly less antisocial acts (electric shocks) compared to other people when in the presence of a pro-social model.



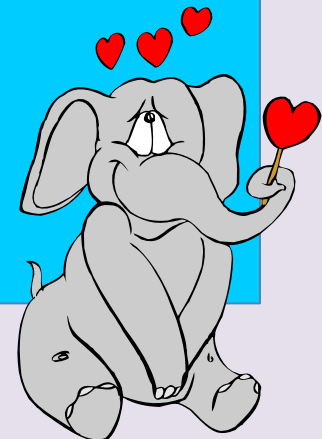
4. Darkened Room Arousal (DRAS)

Gergen et al (1973)

- The researchers discovered deindividuation enhanced affectionate behaviour.



- Couples who were de-individuated using a dark chamber displayed significantly more affectionate behaviour such as touching and caressing in comparison to individuated couples in a light chamber.
- These results imply that deindividuation may be helpful in intimate relationship development.



Psychology in action.....dating in the dark.

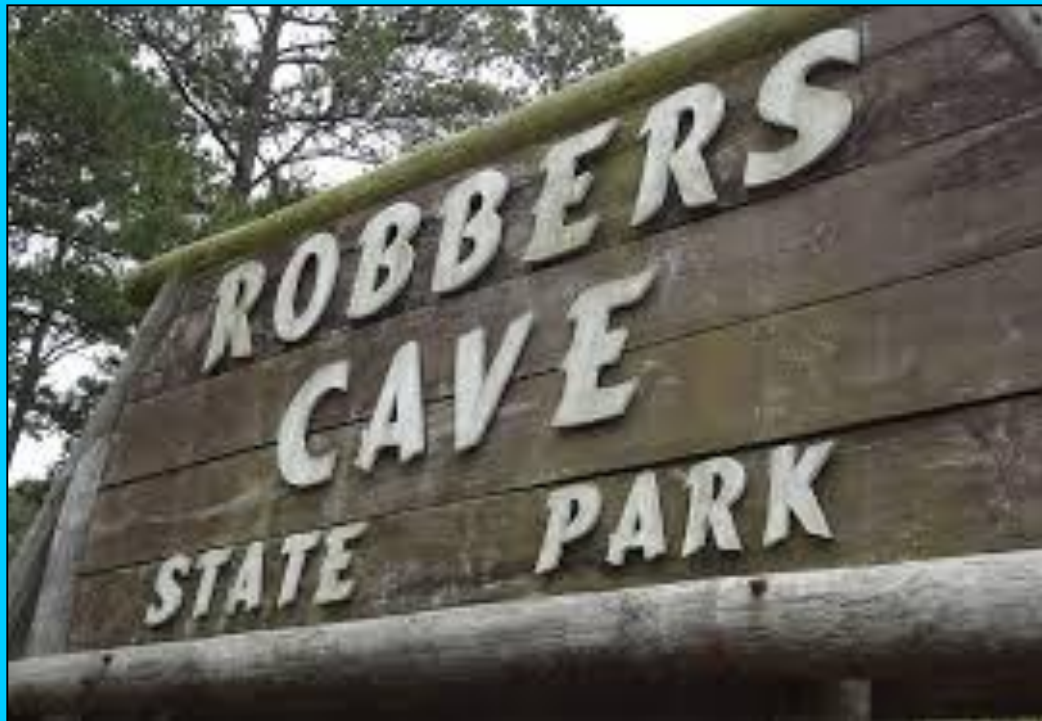
- <http://www.youtube.com/watch?v=K5DC692b0y8&feature=related>



What would you do if you could remain anonymous?

More on group behaviour...

- The Robbers Cave experiments (Sherif)



Prejudice, conflict and intergroup behaviour

- Prejudice and discrimination are widespread, daily see examples of mistreatment of one person by another, despite there not being any concrete grounds for such behaviour.
- What function does prejudice serve?
- `an attitude that predisposes a person to think feel perceive an act in favourable or unfavourable ways towards a group or its individual members` (Secord & Blackman 1974)

Discrimination refers to:

- `the inequitable treatment of individuals considered to belong to a particular social group` (Secord & Blackman 1974)
- Prejudice and discrimination exist wherever people place themselves in social groupings and are categorised as such by others.
- Both operate on obvious and subtle levels to advantage and disadvantage certain groups of people.



Individual explanations

- Stem from emotional dynamics within a person fulfilling certain needs such as reducing tension and satisfying order and control.
- Prejudice either comes from
 - a) personality
 - or
 - b) rooted in the make up of all people (whereby people do not realise that the root of the problem comes from within).

Three individual explanations-

- 1. Personality Differences-
- E.G. Adorno (1950) Authoritarian personality. Submits to those in authority above, but also is authoritarian to those below.
- Excessive blind obedience.
- Used the F scale to measure nine components associated with authoritarianism such as conventionalism, superstition and puritanical sexual attitudes.

Any evidence?

- Whilst strong correlations between authoritarianism, fascism and conservatism, there is little other support despite its long appeal.
- A closed/dogmatic mind and thinking style is main indicator.



2. Frustration and aggression

- Aggressive behaviour always presupposes frustration and frustration leads to aggression (Dollard et al 1939). To what extent is that frustration targeted towards a scapegoat?
- Scapegoats are perceived as not likely to retaliate, and are usually disliked in the first place.
- Frustration is not the only cause of aggression, but it leads to it because it is a negative state and this experience becomes associated with aggression.



3. Belief similarity

- Rokeach (1968) differences in beliefs on important issues are powerful determinants of prejudice and discrimination.
- People with the same belief sets are congruent and will become prejudice to those with a different set because they will produce feelings of incongruence.
- Whilst many flaws with individual explanations, they are intuitively appealing.

Realistic Group Conflict: Sherif (1966)

- Group membership itself is a basis for P&D.
- Why? When groups are
 - 1. in competition,
 - 2. group membership per se.
- Sherif (1966) investigated intergroup conflict in the `robbers cave` experiments. He found that conflict arises because of direct competition where one group wins at the expense of the other.
- Whilst it starts off in a friendly manner, it soon becomes openly hostile.

- The `outgroup` are stereotypes, the in group over evaluate their positive achievements and hence become more tightly knit.
- Sherif explains this by `realistic conflict theory` which predicts whether conflict or co-operation will ensue, depending on the nature of the goals.
- Goals requiring interdependence result in co-operation, whereas mutually exclusive group goals result in conflict.



Social Identity Theory (Tajfel & Turner 1986)



- Social categorisation results in discrimination because people make social comparisons between in groups and out groups. This also gives people a positive identity.
- Positive identity is important because it enhances self esteem, self worth and a sense of belonging.
- Comparisons lead to social competition, the in group are seen as better, and the out group attributed false negatives/exaggerated stereotypes and values

- SIT is concerned with social competition, not realistic competition.
- Finally, SIT distinguishes between personal identity and social identity.
- Personal identity refers to unique features differentiating one person from another.
- Social identity refers to the self concept/emotional attachment that comes with being a member of a group.



Self Categorisation Theory



- An extension of SIT, people self categorise themselves as an individual and as a group different from other people and other groups
- When we do this we view ourselves as prototypes for the group, representative of key characteristics.
- When this happens we depersonalise ourselves, minimise differences between group members, and maximise differences between non members. There are important consequences to this:

Consequences of self categorisation

- Stereotyping:
- Illusory correlation:
- Homogeneity:
- In group dislike:



Stereotyping

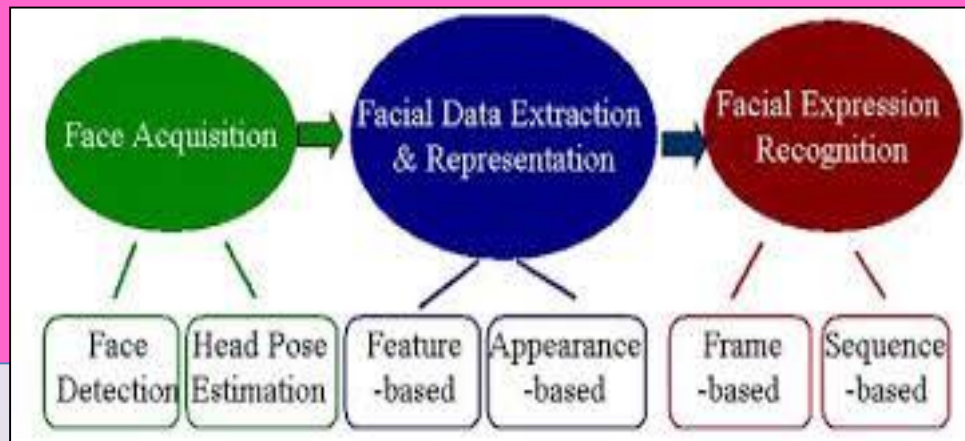
- Gross oversimplifications, over generalisations which are highly inaccurate
- Similar to prejudicial attitudes
- The more they are used, the more accessible they are and used to categorise others
- Stereotypes have a cognitive and emotional aspect
- Strong negative emotions increase the use and reliance on ST, and...
- Bodenhausen et al (1994) found that people in happy moods due to memories showed more ST than neutrals

Illusory correlations

- Refers to the perception of a stronger association between 2 variables than actually exists (Baron, & Smith, Byrne.1997)
- E.G. out group over estimates number of negative ST confirming behaviour.
- Why? Distinctiveness... pay more attention too, process more, remembered easily.
- Occurs when emotionally aroused and thinking automatically.

Homogeneity

- Out group homogeneity: `they're all the same`
- The reverse is: `in group differentiation` seeing members of a group as different to one another and self.
- Classic example: Face recognition, How?



In group dislike

- At some point you will belong to a group that you dislike. What 3 things could you do?
- How do you maintain self esteem?
- Do you identify weakly?
- Do you identify strongly?

- **To maintain self esteem:**
- You attribute negative attitudes of others as representative of prejudice and unfair attitudes that they have

- **To identify weakly:**
- Play down membership of that group/hide it/devalue other group members

- **To identify strongly:**
- Try to alter negative evaluations for a positive one: `black is beautiful`

Groups and group performance

- The next section will look at how group membership will enhance or inhibit our performance.



Social facilitation

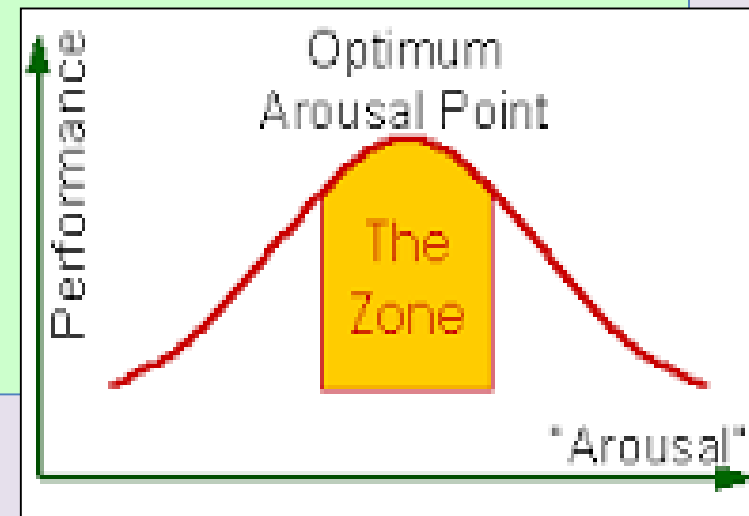
- Triplett (1898) racing cyclists did better in company of others
- Performance is enhanced if well learned
- Performance is inhibited if complex/unlearned
- Sommer (1992) people shopping together bought more, why?



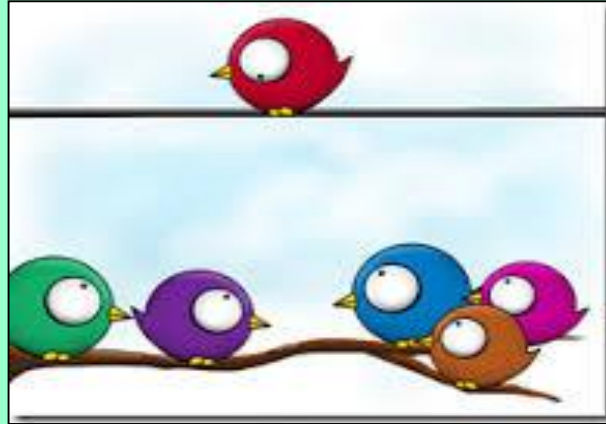
Social facilitation cont`d

- Competing “energizes” people and enhances performance
 - Also occurs in animals
 - Phenomenon is studied to this day (e.g., Flynn & Amanatullah, 2012)
- *Social facilitation* (Allport, 1920)- The process by which others can facilitate behaviour
- Mere presence is enough
- However...Contradictory findings:
 - Sometimes the presence of others hinders performance (review by Bond & Titus, 1983)
 - *But: social inhibition* - especially on complex tasks or tasks where someone may feel inhibited anyway

- Zajonc (1965) Drive theory: the presence of others produces arousal and dominant responses increase (most practical, learned and simple) if response is correct, social facilitation occurs, BUT...
- If response is incorrect inhibition occurs.
- WHY does audience produce arousal in first place?
- A) Evaluation apprehension
- B) Distraction conflict



- Evaluation apprehension: this recognises the importance of our fear of being judged. Works in our favour on easy task.



- Distraction conflict: when our attention is distracted by others and diverting us away from the task. Particularly if it is difficult task.



Social loafing

- What level of effort can we expect of group members?
- Is there strength in unity?
- Do many hands make light work?

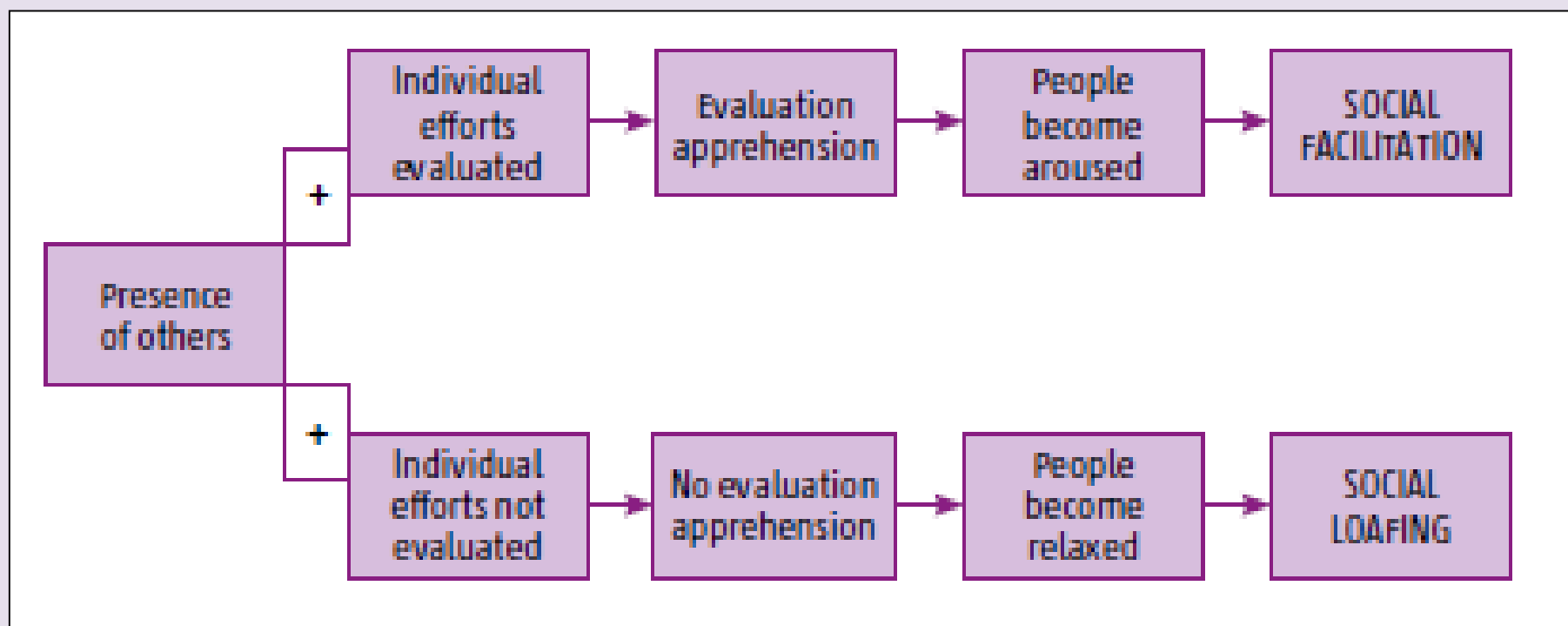
$$1 + 1 = 1.83$$

Early observations:

- The collective effort of a team was only half of the sum of the individual efforts (Ringelmann, 1913)
- In a tug-of-war task, blindfolded people pulled 18% faster alone, as opposed to when they thought that other people were pulling with them (Ingham et al., 1974)
- Loss of motivation?

Why do people loaf?

- Evaluation apprehension:
 - Decreases when people think they are not being judged
 - Not accountable or do not want to be a `sucker`



Values, personality, gender and culture

- Less loafing when the group is valued (Karau & Williams, 1997)
- Narcissists are less likely to loaf (Woodman et al., 2011)
- Western cultures tend to loaf more (Karau & Williams, 1993)
- Women loaf less than men (Karau & Williams, 1993)
- People also tend to compensate for the anticipated loafing of others

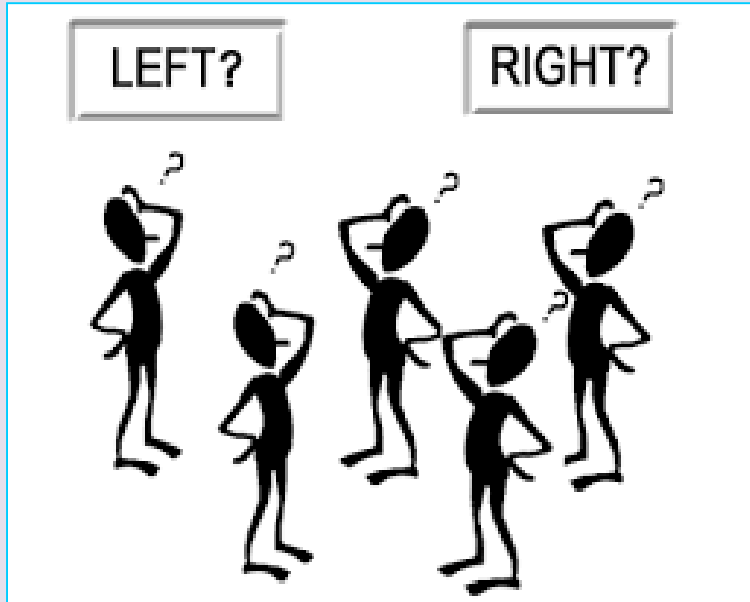


Group size and leadership

- As group size increases so does loafing!
- Slater (1958) found greatest group size satisfaction was 5, then competition increases.
- Kerr (1982) as group size increases, the individuals motivation and performance decreases. The sucker effect.
- Leadership style changes as groups get larger:
 - Groups over 30 were made more demands, the leaders were more influential, they spoke more, were less tolerant and made decisions without consultation.

Group decision making

- How do groups make decisions and solve problems?
- Do groups make more risky decisions?
- Do they generally make good or bad decisions?



Group polarisation

- Discussion in a group enhances initial leanings of group members – not always just the most ‘risky’ (Moscovici & Zavalloni, 1969)
- *Group polarization*
 - Discussion typically strengthens the average inclination of the group members
- We are more likely to interact with like-minded people
 - Terrorism
 - Development of gender roles
- Polarization can be explained by both *normative* and *informational influence* **and also** *social conformity* (Turner & Oakes, 1989) - Polarization occurs if people see initial group leanings as the norm

Group think

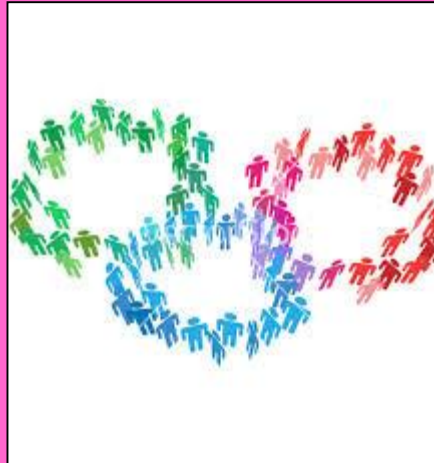
- When do groups make good decisions and when do they make bad ones?
- Janis (1971, 1982) analysed events associated with significant disasters and found features in common

TABLE 10.2 Symptoms of groupthink

Illusion of invulnerability	Excessive optimism that encourages the group to take risks and not consider the dangers
Belief in morality of the group	The group assumes its inherent rightness and ignores challenges or concerns about the consequences of its decisions
Collective rationalization	The group explains and justifies its assumptions and decisions as a way of discounting challenges
Stereotyped view of the outgroup	The group has a negative view of the other group, or 'enemy', which makes conflict resolution difficult
Pressure for dissenters to conform	Group members who raise doubts about the group's decision are put under pressure to conform
Self-censorship	Group members withhold opinions that deviate from the group's consensus
Illusion of unanimity	The consensus opinion within the group is assumed to be unanimous
Self-appointed 'mindguards'	Group members who protect the group's decision and the group's leader from opposition

Conclusions

- Groups have a significant effect on individuals from fostering independence of thought to blind obedience



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