

Social Influence & Group Behaviors

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Basic and Applied Social Psychology



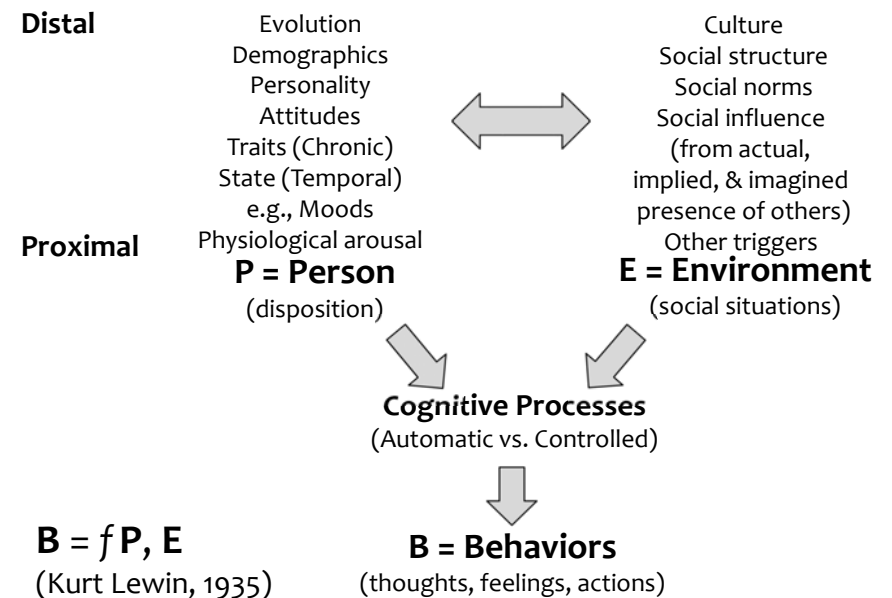
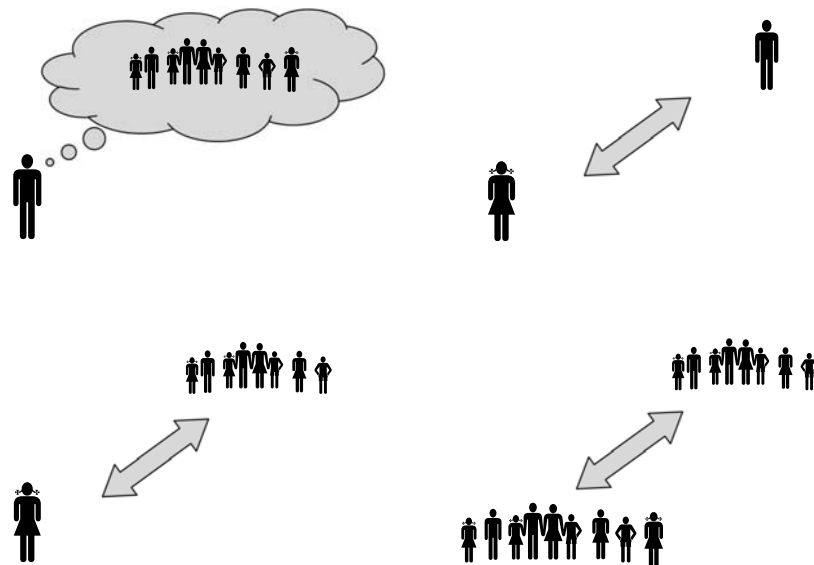
Social Psychology:
WHAT? HOW? WHY?

The discipline that studies...

WHAT: Individual behaviors (thoughts, feelings, actions) in social situations (actual, imagined, or implied presence of other human beings)

HOW: using scientific methods (determinism, objective, empirical, data-driven)

WHY: to describe, predict, explain, and control those behaviors



Today's plan

- ◆ **Conformity, Obedience, & Compliance**
- ◆ **Social Facilitation vs. Social Inhibition**
- ◆ **Social Loafing**
- ◆ **Self-awareness vs. Deindividuation**
- ◆ **Group Polarization**

Conformity, Obedience, and Compliance

- ◆ **Conformity:** Changing one's behavior or beliefs in response to explicit or implicit pressure (whether real or imagined) from others
- ◆ **Obedience:** In an unequal power relationship, submitting to the demands of the more powerful person
- ◆ **Compliance:** Responding favorably to an explicit request by another person

Conformity: Informational Social Influence

Informational Social Influence: The influence of other people that results from taking their comments or actions as a source of information about what is correct, proper, or effective (Deutsch & Gerard, 1955)

e.g
Sherif's (1936) Conformity Experiment

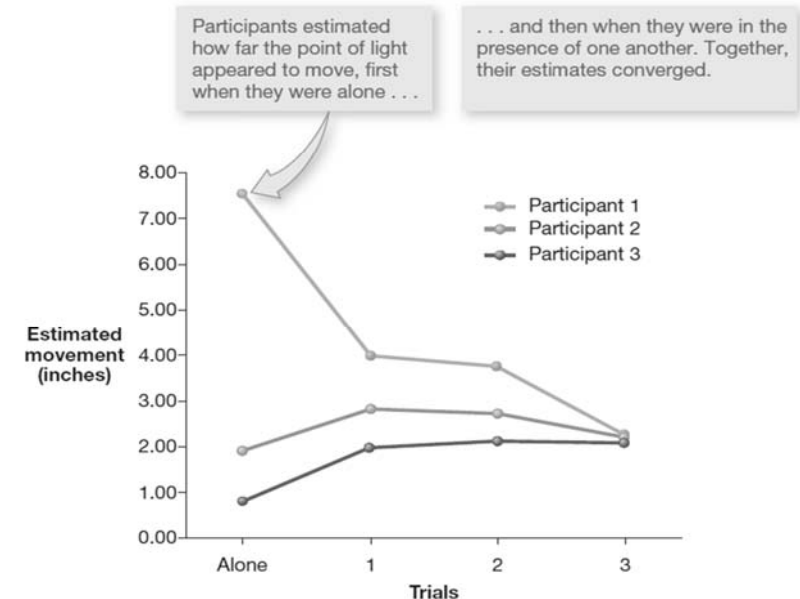
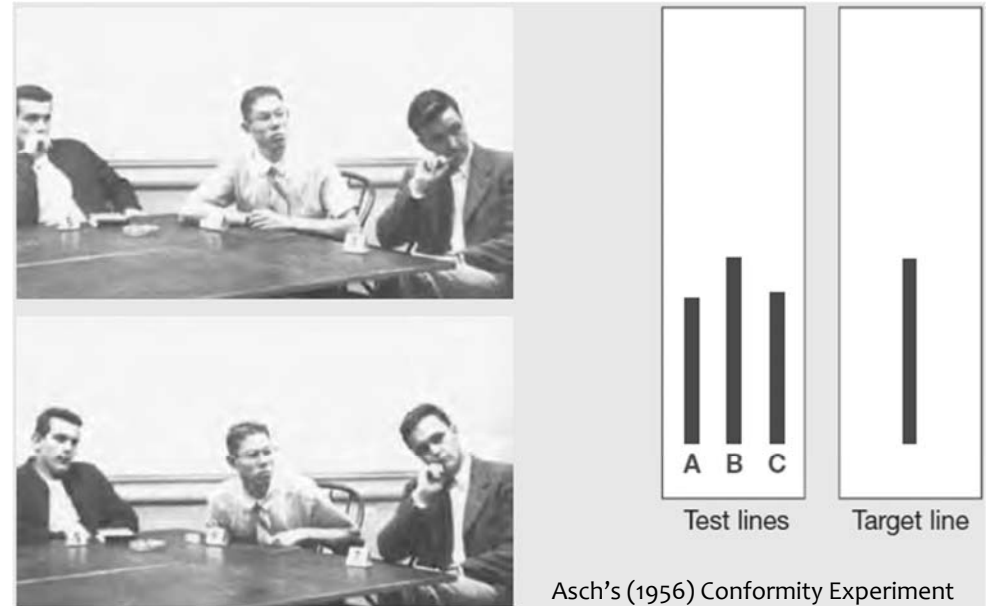


FIGURE 8.3 Informational Social Influence Sherif's conformity experiment used the autokinetic effect to assess group influence. (Source: Sherif, 1936.)

Conformity: Normative Social Influence

Normative Social Influence: The influence of other people that comes from the individual's desire to avoid their disapproval, harsh judgments, and other social sanctions (Deutsch & Gerard, 1955)

e.g
Asch's (1956) Conformity Experiment



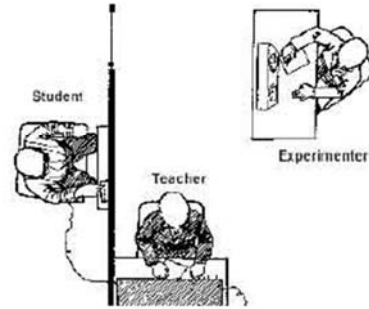
Conformity: Factors Affecting Social Influence

- ◆ Group Size
- ◆ Group Unanimity
- ◆ Expertise and Status
- ◆ Culture
- ◆ Tight & Loose Cultures
- ◆ Gender
- ◆ Difficulty/Ambiguity of the task
- ◆ Anonymity
- ◆ The Interpretive Context of Disagreement

Obedience

- ◆ Milgram's (1965) Obedience Experiments





Obedience: Milgram's (1965) Obedience Experiments

- ◆ Opposing Forces:
 - ◆ The desire to complete the experiment to avoid upsetting the experimenter
 - ◆ The desire to terminate the experiment to stop hurting the learner and other possible negative consequences that may follow



Obedience: Milgram's (1965) Obedience Experiments

- ◆ Variations: Increasing the forces that compelled people to terminate the experiment
 - ◆ Tuning in the learner:
 - ◆ Tuning out the experimenter:

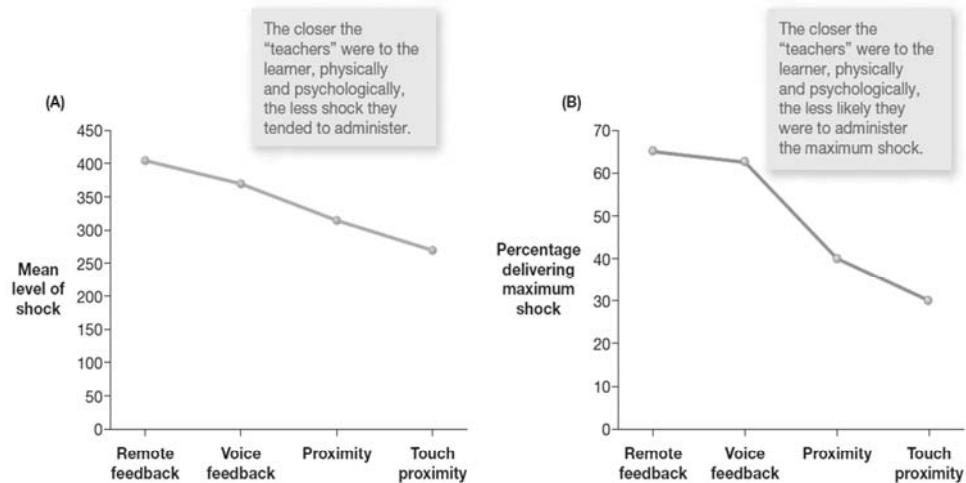


FIGURE 8.7 Tuning in the Learner The effect of experimental manipulations that make the learner more and more salient on (A) the mean level of shock participants delivered and (B) the percentage of participants who delivered the maximum amount of shock. (Source: Milgram, 1965.)

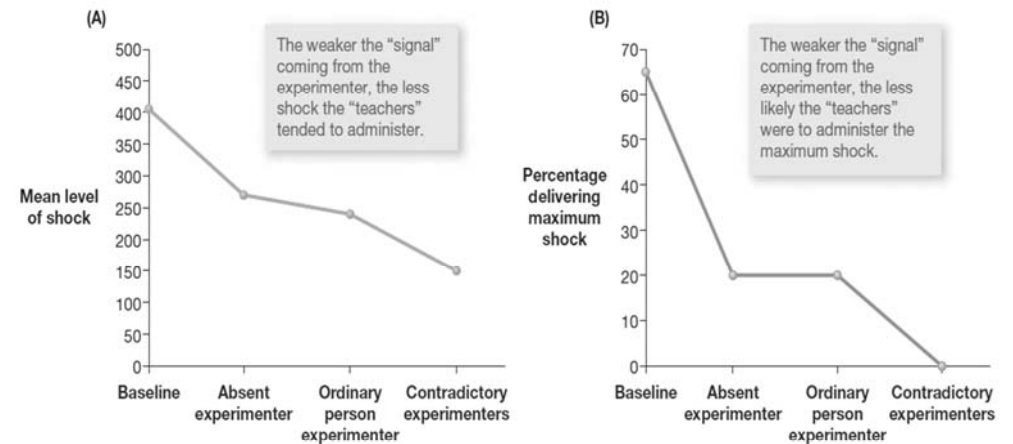


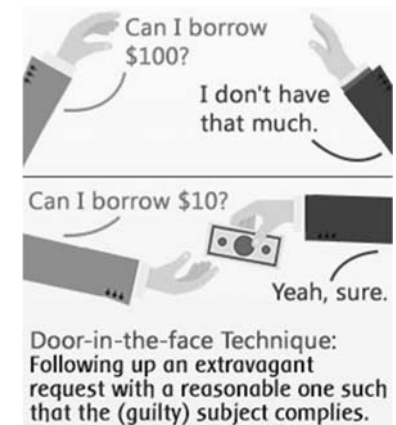
FIGURE 8.8 Tuning out the Experimenter The effect of experimental manipulations that make the experimenter less and less salient on (A) mean level of shock participants delivered and (B) the percentage of participants who delivered the maximum amount of shock. (Source: Milgram, 1965.)

Obedience: Milgram's (1965) Obedience Experiments

- ◆ WHY did people obey to authority?
 - ◆ Attempted to resist, but fail
 - ◆ Release from responsibility
 - ◆ Step-by-step involvement

Compliance: Reason-Based Approaches

- ◆ **The Door-in-the-face Technique** (Reciprocal Concessions Technique): Asking someone for a very large favor that he or she will certainly refuse and then following that request with one for a smaller favor.



Compliance: Reason-Based Approaches

- ◆ **That's-Not-All Technique:** Adding something to an original offer, thus creating some pressure to reciprocate



Compliance: Reason-Based Approaches

- ◆ **The-Foot-in-the-Door Technique:** Making an initial small request with which nearly everyone complies followed by a larger request involving the real behavior of interest



<http://cdn.sheknows.com/articles/crave/flirt.jpg>

Compliance: Emotion-Based Approaches

- ◆ **Positive Mood:** Happy people are more likely to comply 😊

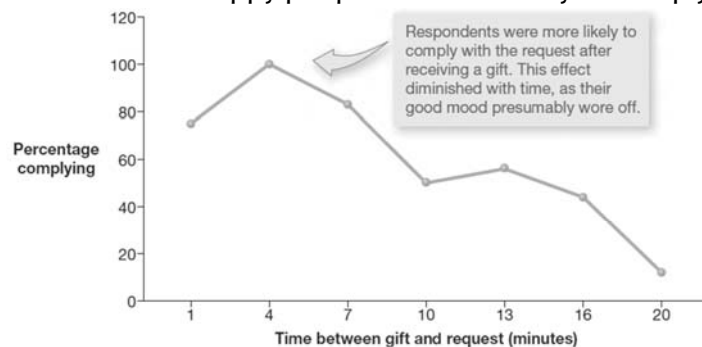


FIGURE 8.9 Positive Mood and Compliance Percentage of respondents who agreed to help a stranger by making a telephone call and relaying a message 1 to 20 minutes after receiving a small gift. (Source: Isen, Clark, & Schwartz, 1976.)

Compliance: Emotion-Based Approaches

- ◆ **Positive Mood:** Happy people are more likely to comply 😊

- did well on a test
- think happy thoughts
- given cookies
- play cheerful music

- Donate to charity
- Help with experiments
- Give blood
- Tutor students

(Carlson, Charlin, & Miller, 1988; Isen, 1999)

Compliance: Emotion-Based Approaches

Positive Mood: Happy people are more likely to comply 😊

WHY?

- ◆ Positive mood colors the way we interpret an event: The requests seem less intrusive, less threatening
- ◆ Mood Maintenance hypothesis: It feels good to feel good, so we want that feeling to last as long as possible. Helping (rather than hurting) people makes us feel good 😊

Compliance: Emotion-Based Approaches

Negative Mood:
Some types of negative mood
INCREASE compliance

WHY?

- ◆ Negative State Relief Hypothesis: The idea that people engage in certain actions, such as agreeing to a request, to relieve their negative feelings and feel better about themselves



Compliance: Emotion-Based Approaches



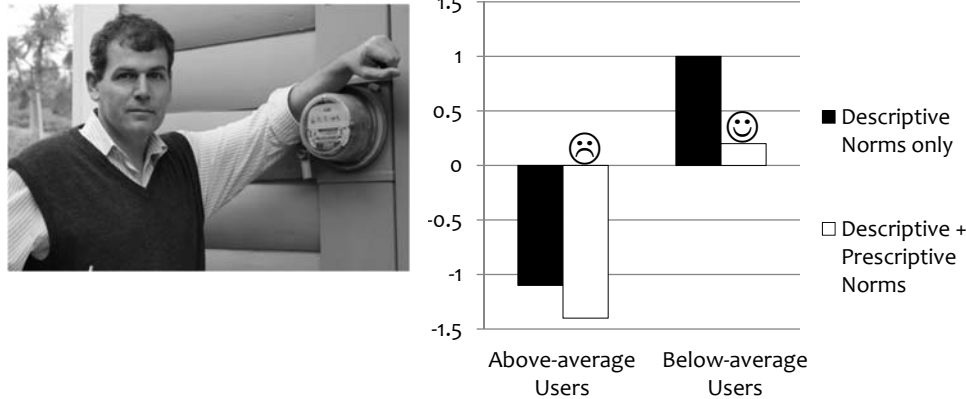
FIGURE 8.10 Test of the Negative State Relief Hypothesis Number of phone calls participants agreed to make, depending on experimental condition. (Source: Cialdini, Darby, & Vincent, 1973.)

Compliance: Norm-Based Approaches

- ◆ **Descriptive Norms:** People's perception of how most people behave in a given context
- ◆ **Prescriptive (Injunctive) Norms:** People's perception of what behaviors are generally approved of or frowned on by other.

Compliance: Norm-Based Approaches

(Schultz, Nolan, Cialdini, Goldstein, & Griskevicius 2007)



Compliance: Norm-Based Approaches

(Cialdini, Demaine, Sagarin, Barrett, Rhoads, & Winters, 2006)



Many past visitors have removed petrified wood from the park, changing the state of the Petrified Forest.

The vast majority of past visitors have left the petrified wood in the park, Preserving the natural state of the Petrified Forest.

Social Facilitation vs. Social Inhibition

◆ **Social Facilitation:** The presence of others appeared to facilitate human performance (Triplett, 1898)

- ◆ Coacting and mere presence (Gates, 1924; Travis, 1925)
- ◆ Human and animals:
 - ◆ ants (Chen, 1937)
 - ◆ frogs (Boice et al, 1974),
 - ◆ fruit flies (Connolly, 1968),
 - ◆ centipedes (Horseley et al, 1985)



Social Facilitation vs. Social Inhibition

◆ **BUT NOT IN THESE STUDIES**

- ◆ Generating arguments/refutations (Allport, 1920)
- ◆ Solving arithmetic problems (Dashiell, 1930)
- ◆ Memory tasks (Pessin, 1933)
- ◆ Maze learning (Pessin & Husband, 1933)

◆ **NOT IN THESE STUDIES WITH ANIMALS**

- ◆ Allee & Masure (1936), Shelley (1965), & Strobel (1972)

Social Facilitation vs. Social Inhibition

◆ Zajonc's Explanation

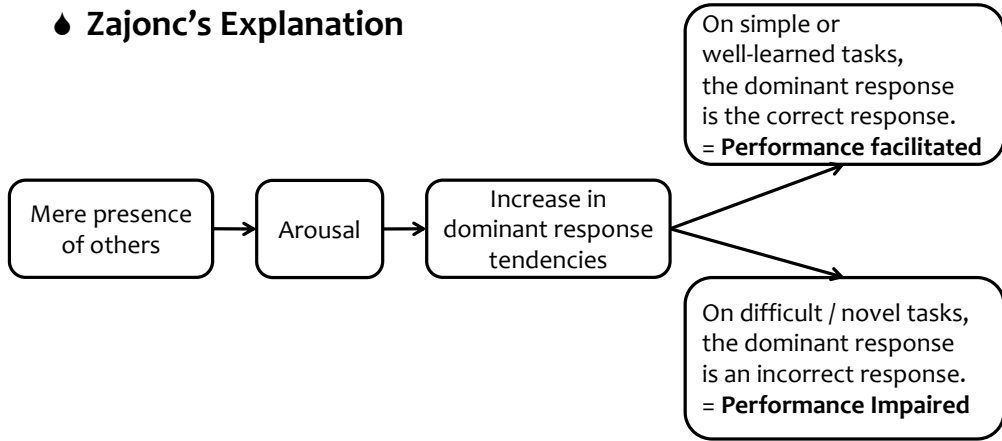
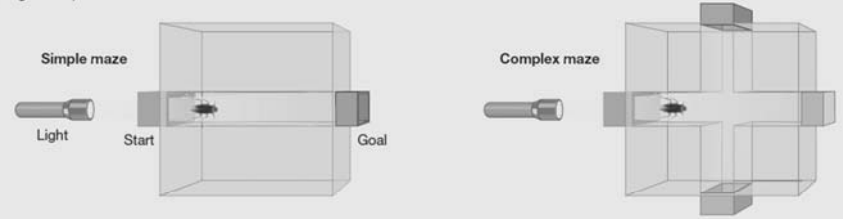


FIGURE 14.2 Scientific Method: Social Facilitation on Simple and Complex Tasks

Hypothesis: The presence of other members of the same species—even for cockroaches—will facilitate performance on an easy task and hinder performance on a difficult task.

Research Method:

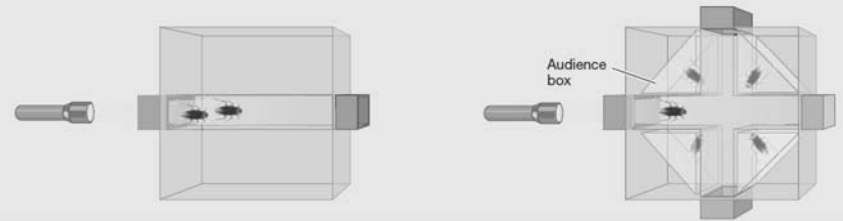
1 Researchers placed cockroaches in the start box of two mazes and shone a light that caused the cockroaches to head toward a dark area (the goal box).



In the simple maze, the cockroach need only follow its dominant response and run directly away from the light to get to the goal.

In the complex maze, the cockroach's dominant response does not easily lead it to the goal. The cockroach must execute a turn.

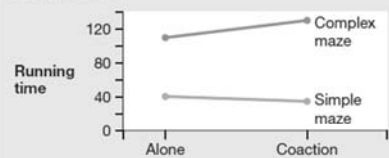
2 The cockroaches ran one of these two mazes either alone, with another cockroach, or with an audience of cockroaches behind a transparent wall.



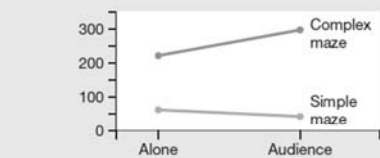
Social Facilitation vs. Social Inhibition

◆ Zajonc's Explanation

Results: The cockroaches take less time to run simple mazes when they are in the presence of others but more time to run complex mazes when others present.



Average time (in seconds) taken by cockroaches to negotiate simple or complex mazes when alone or alongside another cockroach.



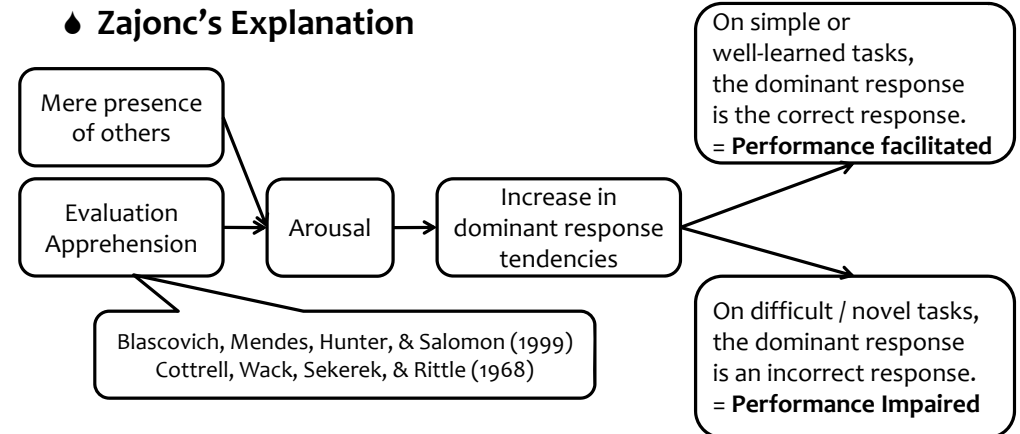
Average time to negotiate simple or complex mazes when alone or in the presence of an audience.

Conclusion: Social facilitation effects can be observed widely in the animal kingdom. For cockroaches, as for humans, the presence of others increases dominant response tendencies, leading to better performance on easy tasks and worse performance on difficult tasks.

Source: Zajonc, Heingartner, & Herman (1969).

Social Facilitation vs. Social Inhibition

◆ Zajonc's Explanation



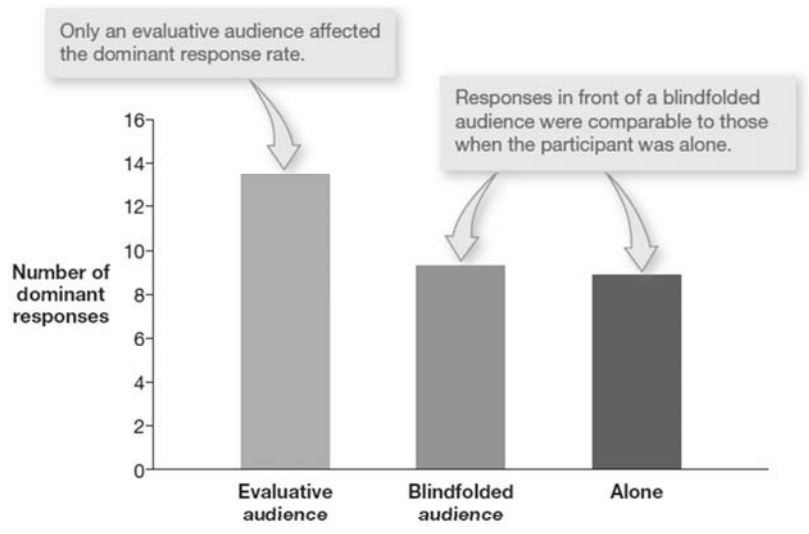
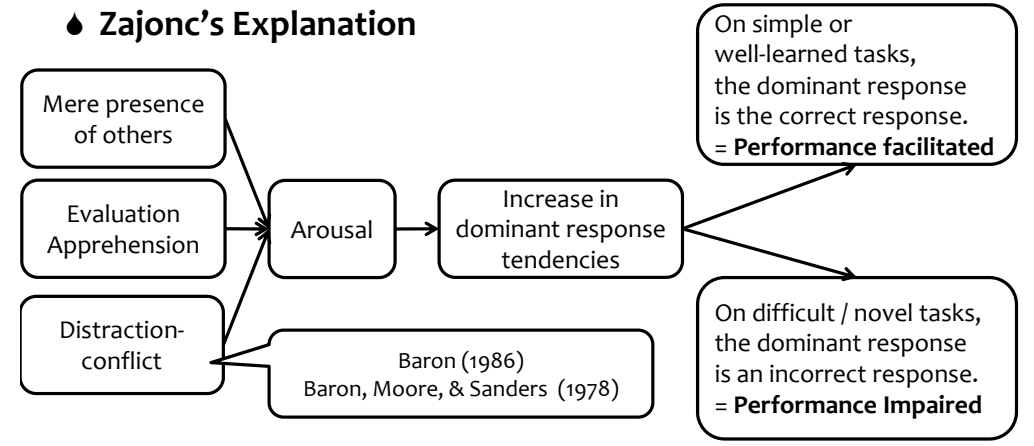


FIGURE 14.3 Evaluation Apprehension and Social Facilitation Average number of dominant responses made by participants who were responding alone, next to a blindfolded audience (who therefore couldn't monitor or evaluate their performance), or next to an attentive audience (who could evaluate their performance). (Source: Cottrell, Wack, Sekerak, & Rittle, 1968.)

Social Facilitation vs. Social Inhibition

◆ Zajonc's Explanation



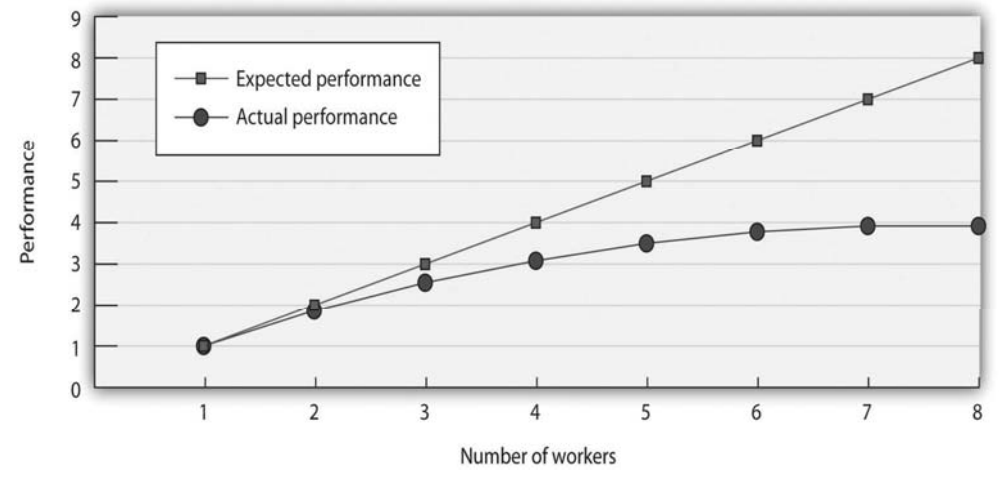
Social Loafing

◆ **Social Loafing:** The tendency to exert less effort when working on a group task in which individual contributions cannot be monitored

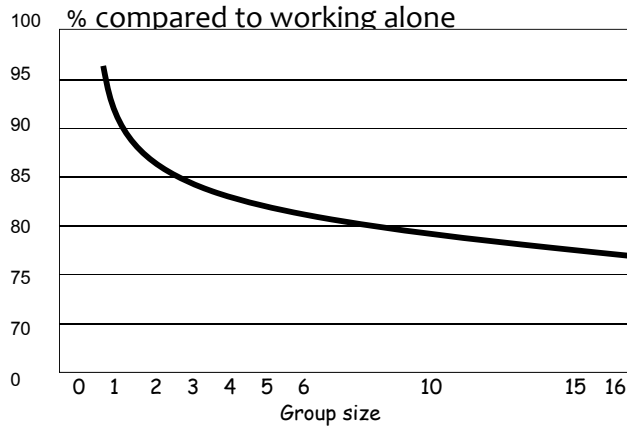
N of Workers	Total Performance	Performance Per Worker
1	1.00	1.00
2	1.86	.93
3	2.55	.85
4	3.08	.77
5	3.50	.70
6	3.78	.63
7	3.92	.56
8	3.92	.49

◆ **Ringlemann Effect** (Ringlemann, 1913)

Social Loafing

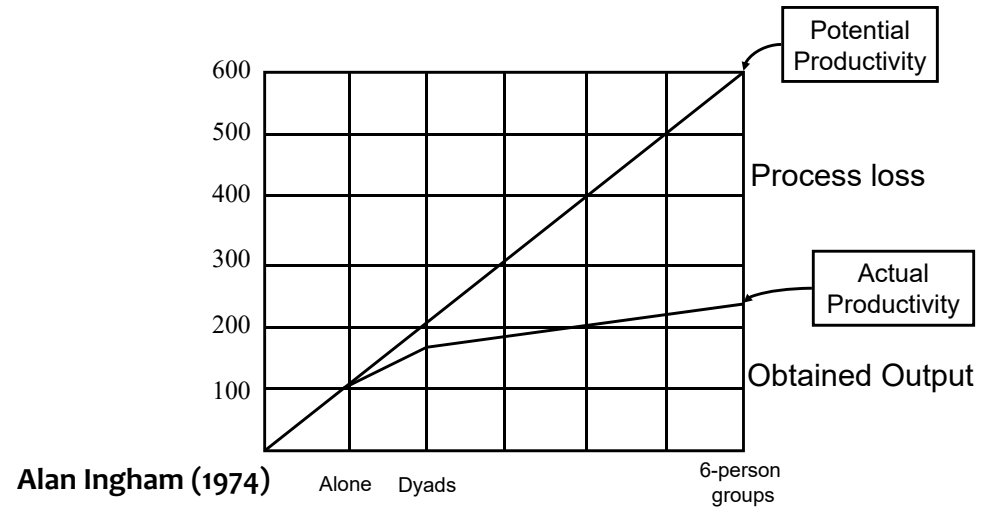


Social Loafing



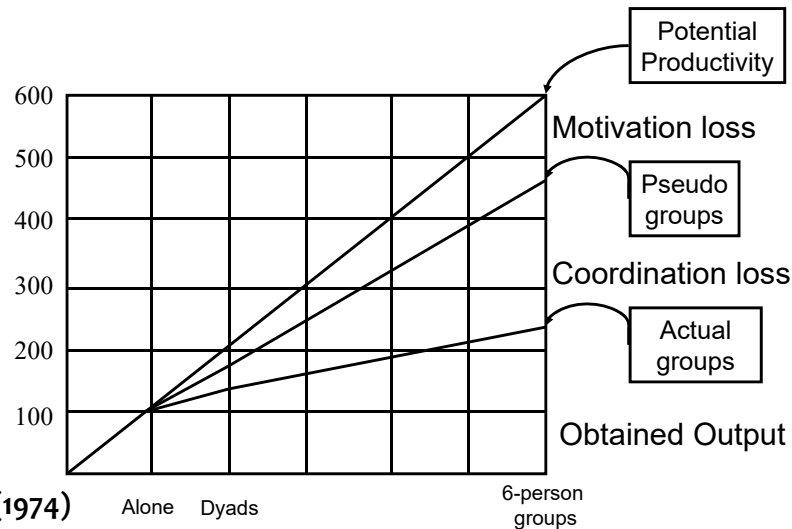
From Meta-analysis of 49 studies

Social Loafing



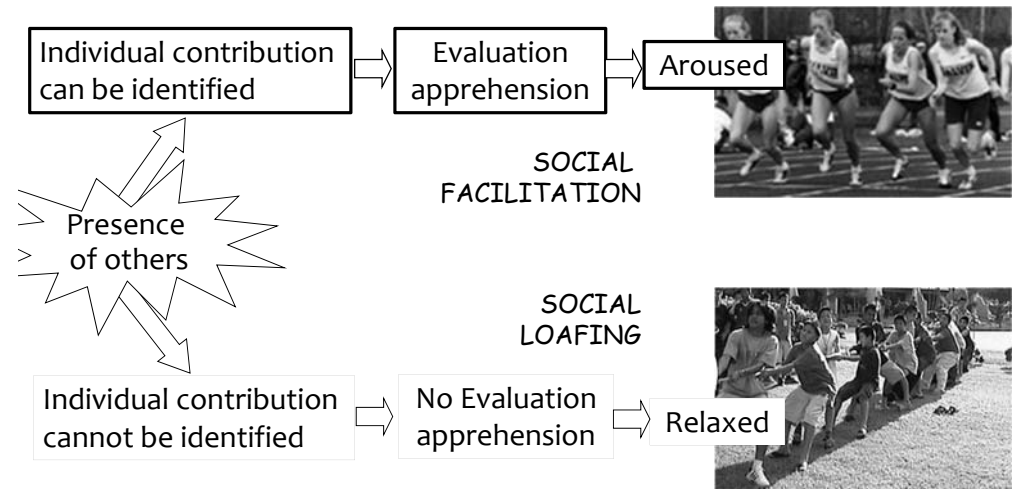
Alan Ingham (1974)

Social Loafing



Alan Ingham (1974)

Social Loafing vs. Social Facilitation



Self-awareness vs. Deindividuation

- ◆ **Self-Awareness Theory:** When people focus their attention inward on themselves, they become concerned with self-evaluation and how their current behavior conforms to their internal standards and values (Duval & Wicklund, 1972)
- ◆ **Individuation:** An enhanced sense of individual identity produced by focusing attention on the self, which generally leads people to act carefully and deliberately and in accordance with their sense of propriety and values (Gilovich et al, 2013)

Self-awareness vs. Deindividuation

- ◆ **Spotlight effect:** People's conviction that other people are attending to their appearance and behavior more than is actually the case (Gilovich, Medvec, & Savitsky, 2000)



Self-awareness vs. Deindividuation

Deindividuation:

- ◆ Loss of self-awareness and evaluation apprehension; occurs in group situation that foster responsiveness to group norms. (Myers, 2005)
- ◆ The reduced sense of individual identity accompanied by diminished self-regulation that comes over people when they are in a large group (Gilovich et al., 2013)

Self-awareness vs. Deindividuation

A Model of Deindividuation:



FIGURE 14.4 A Theoretical Model of Deindividuation Certain antecedent conditions lead to an internal state of deindividuation, which in turn leads to behavioral effects that in other situations would be kept under control. (Source: Zimbardo, 1970.)

Self-awareness vs. Deindividuation

The Halloween Candy Study (Diener et al., 1976):

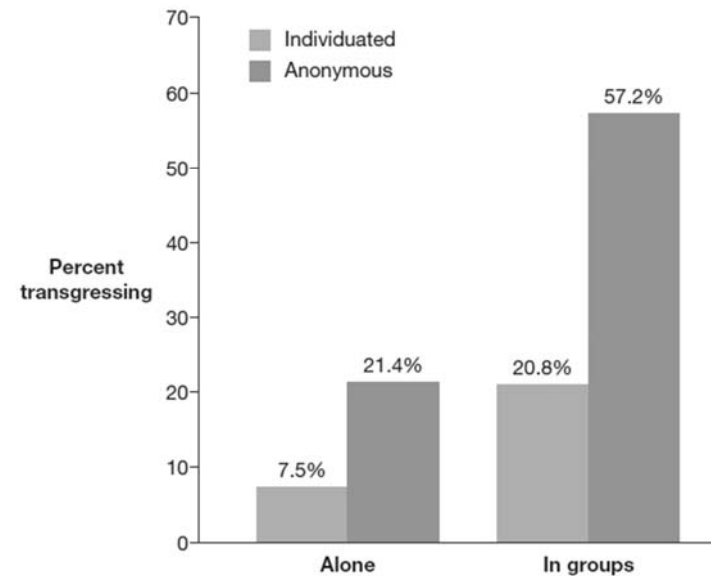


FIGURE 14.6 Deindividuation and Transgression The percentage of trick-or-treaters who transgressed was affected by whether they had been asked to give their name (individuated condition) or not (anonymous condition) and whether they were alone or in a group.



rabbitphobia 3 days ago HIGHLIGHTED COMMENT

I know why you come off as an obnoxious disrespectful turd its because you are in fact a Dickhead for short. Seriously you should reassess how you put your videos together.

Reply •



ricuuu nunu 2 weeks ago Highlighted comment

you r a fucking bastard .you keep on saying fuck word publicly on oyur fucking videos : respect it

Reply •



Mexicano Pride

People like you disgust me. How does it feel knowing that you will never be a part of Japanese culture, now matter how badly you want to you pathetic approval seeking weeaboo English teacher? I'm sure you went to Japan because nobody liked your sorry ass in England. Japanese people will never accept you, faggot.

Reply

[View all comments](#)

Group Polarization

Risky Shift Phenomenon:

- ◆ The tendency for groups to make riskier decisions than individuals would (Stoner, 1961)

Group Polarization:

- ◆ The tendency for group decision to be more extreme than those made by individuals. Whatever way the individuals are leaning, group discussion tends to make them lean further in that direction. (Moscovici & Zavalloni, 1969)

