Group Processes

- The earliest social psychologists were interested in “group dynamics”
- Although we study these less today, they still form a big part of our research corpus

Overview
- Today, we’ll discuss what happens when people are merely around us
  - Social facilitation theory
- And what happens when people form groups
  - Deindividuation
  - Social identity theory
  - Recategorization effects

Phenomenology of the Other
- Have you ever thought you were alone and then suddenly realized you were not?
- Did you feel “the shift” that takes place in your mind at the realization?
- Subject ➔ Object
- Besides worrying about if you were doing something embarrassing…there is typically a “snap” of alertness - a tingling sensation that signals YOU ARE NOT ALONE

Social Facilitation Theory
- This suggests that the _________ _________ of others can have a profound effect on us
- This insight led to the first social psychology experiment, conducted in the name of social facilitation theory
- It concerns the effect that _________ have on our ____________

Social Facilitation
- Triplett (1898) found that subjects who rode bicycles (or rolled up fishing wire) in the presence of others did so faster than solo subjects
  - What do these tasks have in common?
Social facilitation effect

• They are _________ tasks
• In fact, “social facilitation” only happens with tasks that are well-practiced (and therefore effortless)
• We call these the ___________ response
• People who have practiced a skill (athletes, actors, musicians) perform ________ in front of a crowd

  Similarly

• When you’re at a party, you find yourself __________ and __________ quite well! (these are dominant responses)
• But if Juliette Binoche comes up to you at the party, you might find it harder to speak French than if you were alone
• French in this case is the ___________ response

  Social ___________ – the flip side

• Do other people always boost our performance?
• No – when the task is difficult, or one that we have not yet mastered, the presence of others is a ___________
  – Performing a new skill
  – Public speaking

Social facilitation theory

• Covers both types of tasks
• When it’s a dominant response (easy, automatized) other people ________ our performance
• If it’s a nondominant response (harder, not yet mastered), other people ________ our performance

  What do other people do to us?

• __________________________ __________________________
  – The wish to impress others can help or hinder us, depending on the ease of the task
• Physiological arousal
  – Other people stimulate us, and the extra adrenalin helps or hurts us, depending on the task
Cognitive _______________

• The need to monitor people (they might do something to hurt us) divides our attention
• When the task is dominant, we don’t need to attend to it to perform well
• When the task is nondominant, divided attention is costly to our performance

Not only humans
• Your text notes that there is research supporting all three explanations
• Yet social facilitation has been shown in other species, including cockroaches and fish (as the next slide shows)

Implication
• This suggests that arousal and distraction may be more __________ explanations, compared with evaluation apprehension
• Still, when it comes to people, all three reasons can explain social facilitation effects

Group effects on behavior
• If the mere presence of others affects our behavior, we should not be surprised to find that being in a group of people can have powerful effects on our actions

Social validation
• Being in a crowd can have the positive effect of validating our worldview
• But researchers have focused more on negative crowd effects

Deindividuation
• Defined as a __________________________
• People in groups may experience a loss of personal identity and literally “lose themselves” in a crowd (“mob mentality”)
• Sports fans are often destructive
  – “Soccer hooligans”
  – MN Twins won the World Series (’87, ’91)
Deindividuation & __________

• Zimbardo’s prison study shows people losing themselves in their roles (e.g., as guards vs. prisoners)
• Research suggests that the __________ they wore may have played a role in this effect
  – Kids wearing Halloween costumes engaged in more delinquent behavior, compared with those who wore street clothes

Sports examples
• German 5th graders randomly assigned to wear ________ ________ played more aggressive hand ball, compared with 5th graders assigned to wear street clothes
• U.S. HS football teams randomly assigned to wear _______ uniforms played more aggressively, compared with the __________ team

How do costumes affect us?
• **Decreased __________**
  • When people “all look alike” they feel less responsible for their behavior
  • Just as Milgram found unaccountable people were more likely to be “agents of destruction,” people wearing costumes may feel less __________ for their behavior
  • With costumes and crowds, there’s an added benefit
    – To the extent that they “can’t be picked out of a crowd” people may, in fact, BE less accountable
  • In fact, research shows that if people don’t _______ they will be caught, they willingly admit they would love to perform illegal acts

Suppose you were invisible?
• Dodd (1985) asked subjects to imagine they were invisible for 24 hours, with no chance of being detected
• The __________ said they were commit an illegal act (e.g., robbing a bank) or do something deviant (e.g., watch naked women in a locker room)
• Dodd found no differences between college students’ responses and ______________

Fundamental attribution error
• Or were you thinking that “bad people do bad things”?
• Do not forget the power of the __________ to affect our behavior!
Deindividuation (whether through crowds or costumes or invisibility) can lead to a reduced sense of personal responsibility for our actions. It accomplishes this by ____________ our self-identity, and ______________ our identification with the group.

The “deindividuation” defense
- Reginald Denny was a truck driver beaten senseless by a mob during the L.A. Rodney King riots.
- His attackers’ defense lawyers (with the help of psychologists as expert witnesses) were able to ________________
- They argued that the defendants were “______ _____________” but rather, deindividuated members of a mob, and therefore not responsible for their actions.

Group identity
- Members of a mob share a temporary (but powerful) group identity.
- We’ve been talking about group identity in extreme circumstances.
- More commonly, social psychologists study the effects of group identity under normal circumstances.

Jot down a single sentence answer to the question on the next slide:

_________________________________________________________________

- When people use their __________ ______________ to define themselves, we call them social identities.
- Social identities are central to our _______-_______

Social Identities
- People have many “social identities”
- Identities based on their group memberships
  - An _________ is a group you belong to.
  - An _________ is a group you don’t belong to.

- Groups can be based on anything (sex, race, nationality, school, major, clubs, occupation)

Question
- Why do we need to belong to groups?
- Researchers have focused on this answer: ______________
Social Identity Theory

- SIT argues that people derive their self-esteem from two sources:
  - Their _______ accomplishments and positive attributes
  - Their _______ accomplishments and positive attributes

- Thus, people seek to enhance their self-esteem by becoming members of valued groups
- In general, we prefer to join high-status (versus low-status) organizations
- It’s no accident that we like it when our team wins (or that some people choose a college based on a team’s winning record)

**BIRGING & CORFING**

- Research has found that we tend to
- Bask in the __________ Glory (BIRG) of our group’s success (when it succeeds) but
- Cut Off Reflected __________ (CORF) when our group fails
- Together, they support the idea that we use our ingroups to enhance or protect our ______________

**Example**

- Cialdini asked college students after football games to describe the outcome
- When the team won, they described it as “_____ Won” (BIRGing)
- When the team lost, they described it as “_____ lost” (CORFing)
- Further, more people wore sweatshirts with the team colors to school following a ______, compared with a ________

**Two social identity effects**

- __________ bias
  - People overrate the value of the groups to which they belong
- __________ derogation
  - They also underrate the value of the groups to which they do not belong

**Group-serving** biases

- These effects are similar to self-serving biases, applied at the group level
- Your group is smarter, faster, stronger, better-looking (and drives better) than their group!
• Your group is responsible for good things that happen (their group is responsible for bad things that happen)
• Your group’s good works are attributed to their __________ qualities; their group’s good works are attributed to __________ forces

In Sum
• People can derive self-esteem from both themselves and their in-groups
• Thus, we are motivated to see our ingroups in a favorable light, and we can boost self-esteem by raising the ________ of our ingroups relative to our outgroups

Henri Tajfel
• The author of SIT (Social Identity Theory) – was disturbed by the amount of ingroup bias and outgroup derogation he was finding in natural groups – Athletic teams, student clubs, nationalism
• He decided to see if he could ___________ these effects of social identity

 Minimal Group Paradigm
• ___________ groups are groups that just barely exist, and exist for practically NO reason
  – One step up from people just standing on the corner together, waiting for the light to change
• Tajfel randomly assigned S’s to be in one minimal group or the other, based on a meaningless criterion

 Meaningless group criteria
• The tendency to over or underestimate the number of dots on a slide
• A preference for paintings by Klee vs. Kandinsky
• Name-tags that read “X” or “Y”
• Let’s look at dots

 Group assignment
• After you estimate the dots, you are randomly assigned to be an Over-Estimator or an Under-Estimator (of dots!)
• Then you are asked to rate your group and the other group (e.g., on intelligence, social skills, likability, etc.)
• You never see or interact with fellow group members, but __________ __________ still results
Ingroup bias
• The typical result is that people ________ their ingroup on these ratings
• Often, subjects are given a chance to allocate some reward (e.g., money, points, tokens) to the two groups
• Routinely, people allocate more rewards to the ingroup, and less to the outgroup

Outgroup derogation
• They are even willing to take less for their ingroup if it also means the outgroup is ________________
• Called a “nonoptimal” reward structure – very irrational!

Relative Status
• Even though the ingroup gets less, they get more than the outgroup
• This gives their group higher status, relative to the other group
• So people are willing to sacrifice greater gain for the ingroup in favor of derogating the outgroup, even when we have had no experience with either group – why?

Motivational explanation
• People want to feel good about themselves
• To enhance their self-esteem, people want to belong to the “top dog” group
• One way to ensure that is to treat the outgroup badly

How to test this idea?
• Recall that self-esteem comes from two sources (self-identity and group identity)
• If you damage S’s _______ self-esteem, they might use ingroup bias and outgroup derogation as a _______ strategy

Negative feedback research
• People respond to negative feedback with lowered self-esteem
• If you tell subjects they failed a test, they do show _______ ingroup bias and outgroup derogation
• So, these processes apparently ____ recover good feelings about ourselves
Example
- Subjects wrote “creative essays” that were then (supposedly) judged
- Half the S’s were randomly given an A, the other half a D
- Later, as part of an “unrelated” experiment, they had to do a word fragment completion task, administered by an __________ experimenter
- The idea was to see if subjects who had suffered a blow to their self-esteem would derogate an outgroup – in this case, Asians – by showing more stereotyped completions

Word-fragment completion task
- Stereotyped answers:
  - _IP = NIP
  - S_Y = SHY
  - _ICE = RICE
  - S_ORT = SHORT
- More often found for “_____” subjects

- Non-stereotyped answers:
  - _IP = LIP
  - S_Y = SKY
  - _ICE = NICE
  - S_ORT = SPORT
- More often found for “___” subjects

Implications
- Word fragment completion tasks measure stereotypes ______________
- Note that “A” subjects who felt good about themselves did not need to use Asian stereotypes
- By contrast, “D” subjects who felt bad about themselves did use them
- Why? Derogating an outgroup helped them to _____________________

Beyond Motivation
- “The human mind must think with the aid of categories…Once formed, categories are the basis for normal prejudgment. We cannot possibly avoid this process. Orderly living depends on it”
  - Gordon Allport (1954, p. 19)
People are prone to categorizing (and labeling) the world in order to make sense of a complex reality.

- We appear to be hard-wired to categorize everything under the sun.

- Minimal groups research suggests that even arbitrary labels ("dot estimation") are used to slice and dice social reality.

Examples Follow (just listen)

The "_________ Effect"

- People’s willingness to believe that something trivial about them is actually a significant "clue" to their personality has a name.

- As long as the definitions are sufficiently vague or ambiguous, we’ll believe even outright nonsense.

- Personality psychologists established this long ago, and it should make us laugh (and blush).

- But the thirst for self-knowledge is powerful indeed.

- To define who we _____ we have to, in some ways, define who we are _____

- This may cause us to distinguish ourselves even arbitrarily (e.g., on the basis of astrology or snack foods) – to say "I am this, I am not that”

- Similarly, we may distinguish _________ on the basis of arbitrary characteristics (e.g., dot estimation)

- _________ does not exist

- Except in our minds (socially constructed)

- Anthropologists cannot find any physical evidence for ________ distinctions

- Our DNA, bone-structure, blood-types, brain sizes are all identical.

- Yet this is one of the _________ categories people use (along with sex and age) to differentiate themselves from others.
Two effects of social categorization

- Outgroup homogeneity
- Ingroup heterogeneity

Outgroup homogeneity
- The tendency to see outgroup members as “all alike” -- _________ on lots of dimensions
- _________ wouldn’t be possible without it

- Writing to his son, Lord Chesterfield wrote:
- “Women are much more like each other than men; they have in truth but two passions, vanity and love. These are their universal characteristics.”

Ingroup heterogeneity
- The tendency to view the ingroup as ______________
  – “They” are all alike, but “we” are very different

Where do these biases come from?
- Membership in a group provides you with greater opportunity to see more variability within the ingroup
  – Familiarity = ______________
- But familiarity is not the only answer
- Even when groups interact often (e.g., men and women) the tendency to lump “them” all together while distinguishing between “us” is still pervasive

Summary
- Four social identity effects
- Ingroup bias, outgroup derogation
- Ingroup heterogeneity, outgroup homogeneity

- These may be ____________ driven (to enhance our self-esteem)
- AND ________________ driven by human tendency to carve up social reality -- to distinguish “us” from “them” in order to make sense of the social world
Can we remove these effects?
• If categorization is one reason why ingroup bias and outgroup derogation occur, perhaps the answer to removing these effects lies in recategorization
• If you travel abroad, you notice right away the tendency on the part of Americans to “recategorize” themselves as Americans

Recategorization in the lab
• Similarly, maybe we can counteract ingroup bias by taking minimal groups and recategorizing them into a _____________ whole
• Researchers have tried exactly that

Recategorization research
• Subjects were randomly assigned to wear name tags – “Group X” or “Group Y”
• Then they went off together to decide on a name tag logo
• They reconvened with the second group, ostensibly to do another task (listen to a pre-recorded essay and evaluate it)

Procedure
• Groups were brought together under one of two conditions
• __________ Group
  – Sat at 2 tables (XXX vs. YYY), wearing their name tags
• Recategorization Group
  – Sat at the same table, seated XYXY
  – Given a new name – “The Stars”
  – They wore the same T-shirt identifying the group

Results
• After they evaluated the essay (a filler task), the researchers checked on ingroup bias and outgroup derogation
• Control groups allocated ________ points to their own group members, and rated them as more ________________ and ________________
• Recategorized groups did not – they showed _____ _____________ of ingroup bias or outgroup derogation
Summary

• If you can get people to “regroup” themselves at a higher categorization level, you can __________ the anti-social effects of group identity

• Of course, “The Stars” might now be biased against “The Moons” (or some other group). That’s why it’s best if you can get many groups reorganized into one

• Instinctively, Americans have tried to do this (“_________ _____” model) – as opposed to the “__________” model

___________ Recategorization

• It is often said that peace on ______ will only come when we are faced with a common cause (e.g., warding off a Martian attack)

• Alternatively, they could send us all into ____________