

345 Slides Social Influence 1.doc  
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Slide 1

## Social Influence 1

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Slide 2  
Q1

### Four Forms of Social Influence

Type of Social Influence	Description	Amount of Pressure
<b>Imitation</b>	Behavior change in the absence of social pressure.	No Pressure ↓ Extreme Pressure
<b>Conformity</b>	Behavior change in response to real or imagined social pressure.	
<b>[Blank]</b>	Behavior change in response to an explicit request to perform some action.	
<b>Obedience</b>	Behavior change in response to a demand to perform some action.	

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Slide 3  
Q2

## Conformity

- A change in behavior as a result of real or imagined social pressures

\_\_\_ 2 fabricated words if false

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Slide 4  
Q3

**Why People Conform**

- To Be Right = [Blank1] Influence
  - I use PowerPoint because I think students will learn more if I do
- To Be Liked = [Blank2] Influence
  - I use PowerPoint because I think I'll get better teaching evaluations if I do
- To Be "Like" Someone = [Blank3] Influence
  - I use PowerPoint because I want to think of myself as a hip, modern professor

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Slide 5  
Q4

**Determining Which Form is Operating**

- Public versus private
  - [Blank] Influence private = public
  - Normative Influence private ≠ public
  - Identity Influence private = public

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Slide 6

**Classic Studies of Conformity**

- Sherif's Study
  - Transmission of norms
  - Autokinetic Effect
  - Experimental Procedure
  - Key Finding

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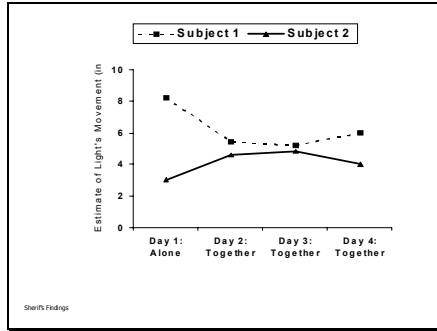
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Slide 7  
Q5



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\_\_\_\_\_ 2 fabrications if

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Slide 8  
Q6

**Summary of Sherif's Research**

- In a very ambiguous situation, people rely on the judgments of others to form a belief.
- Because behavior persists in private, [blank] influence seems to be operating

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Slide 9  
Q7

**Asch's Research**

- Disagreed with Sherif's interpretation.
  - In [Blank] psychology, motives can't influence basic perceptual processes
  - Believed ambiguity was the key

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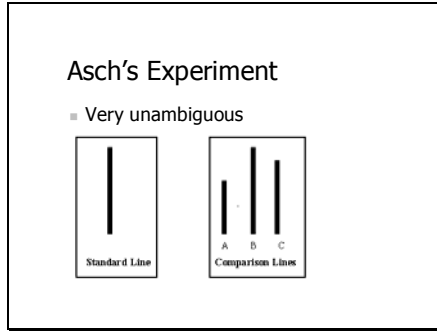
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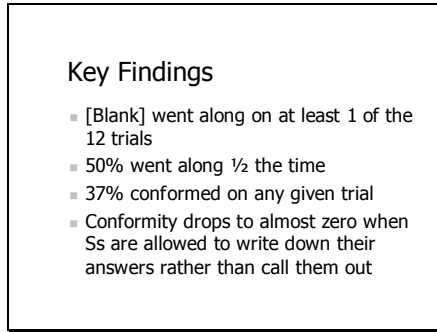
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Slide 10  
Q8



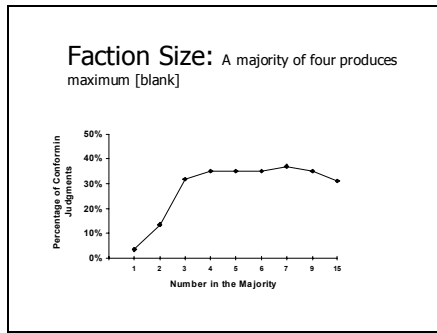
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Slide 11  
Q9



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Slide 12  
Q10



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Slide 13  
Q11

**More Moderators**

- Unanimity
  - Conformity drops to almost zero if even one person dissents
  - And this is true even if the other person is also wrong

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*345 Slides Social Influence 2.doc*  
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Slide 1

Social Influence 2

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Slide 2  
Q12

**Group Decision-Making**

- Lewin's Group Dynamics
  - Pressures toward uniformity
    - Need to reach group goals
    - Need for social reality
  - Reactions to a deviant
    - Initially [blank] communication
    - Eventually, ostracize and reject
  - Role of cohesiveness
    - Cohesive groups are more *intolerant* of dissent

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Slide 3  
Q13

**Schachter (1951)**

- Setup
  - Experimentally manipulated [blank]
  - Ss discuss the Johnny Rocco case
  - Planted a confederate who
    - Consistently disagrees with majority
    - Consistently agrees with majority
    - First disagrees, then agrees with majority
  - Dependent Measure: Liking for confederate

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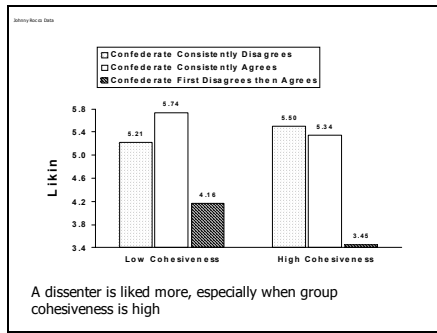
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Slide 4  
Q14



\_\_\_\_\_ 5 fabrications if false

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Slide 5  
Q15

**Group Polarization**

- Defined
  - Group decisions tend to be [blank] extreme than individual decisions.
- Example
  - Myers & Bishop (1970)
  - Students with pro or anti attitudes toward racial integration meet to discuss the topic (data)
- Why group discussion strengthens attitudes
  - Normative Influence
  - Informational Influence

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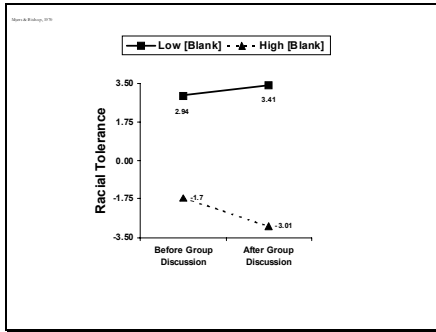
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Slide 6  
Q16




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Slide 7  
Q17

**Groupthink**

- Defined
  - A faulty decision-making style that occurs when groups become less concerned with maintaining solidarity than with making a good decision
- Well-Known Examples
  - Bay of Pigs
  - Challenger
  - Columbia

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Slide 8  
Q18

Groupthink			
Symptoms	Consequences	Causes	Cures
1. Illusion of [blank1] 2. Illusion of Invulnerability 3. Illusion of Inviolability	1. Failure to Discuss Alternatives 2. Failure to Consider Expert Opinions 3. Failure to Reexamine Decisions 4. Failure to Develop Contingency Plans	1. [blank2]- Cohesive Group 2. Strong, Well-Liked Group Leader 3. Group Isolation 4. Deadlines or external pressures	1. Leader refrains from taking a strong position 2. Outside opinions are sought 3. Designate a dissenter 4. Schedule a periodic review of decisions

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Slide 9  
Q19

Minority Influence
<ul style="list-style-type: none"> <li>■ How best can a minority influence the majority?</li> <li>■ Hollander                             <ul style="list-style-type: none"> <li>■ First go along to establish "[blank] credits"</li> </ul> </li> <li>■ Moscovici                             <ul style="list-style-type: none"> <li>■ Be steadfast and unwavering</li> </ul> </li> </ul>

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Slide 10  
Q20

Summary of Minority Influence				
Influence Type	Nature of Conflict	Dominant Type of Influence	Type of Change Produced	Task most apt to be affected
Majority	Will I be rejected if I openly disagree with the group?	Informational	Public agreement/ occasional private acceptance	Objective judgment or opinion
Minority	Am I right?	Normative	Private acceptance, particularly on related issues and judgments	Subjective judgment with a factual basis

\_\_4 fabrications if false

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Slide 1  
Q21

**Social Influence 3**

- [Blank]
  - A change in behavior in response to a direct request

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Slide 2  
Q22

**Cialdini's 4 Principles**

- Contrast
  - The value of an *object* depends on context
- Scarcity
  - Scarce *objects* are [blank] valuable than plentiful ones
- Psychological Consistency and the Power of Commitment
  - People strive to keep their attitudes and actions consistent
- Norm of Reciprocity
  - Do unto others as they have done unto you

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Slide 3

**Contrast Effects**

- Buying a house
- Retail Sales
  - Clothing store
  - Automobile extras
- Interpersonal Attraction

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Slide 4  
Q23

**Scarcity**

- Limited Number Available
  - Limited Edition Bradford Plates
  - Cabbage Patch Dolls
- Time is Running Out
  - One day only at the Bon Marché
  - Girls Get Prettier at Opening Time

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\_\_1 fabrication if false\_\_

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Slide 5  
Q24

**Why Scarcity Works**

- Cognitive heuristic
- [Blank]:
  - People feel uncomfortable when they think their freedom is threatened, and they react to this perceived loss of freedom by trying to restore freedom.
    - Romeo and Juliet effect

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Slide 6  
Q25

**Psychological Consistency**

- The Power of [Blank]
- Leading questions

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Slide 7  
Q26

**Norm of Reciprocity**

- Worthless Trinkets
  - Address Labels
  - Shiny Pennies
  - Free Calendars

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1 fabrication if false \_\_\_\_\_

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Slide 8  
Q27

**Two-Step Compliance Techniques #1**

- The [Blank] Effect
  - Small Request Followed by a Large One
  - Freedman and Fraser
- Why it works?
  - Self-Perception Processes
  - Psychological Consistency and Commitment

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Foot-In-The Door

Door-In-The-Face

Low-Bowling

Discounting

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Slide 9  
Q28

**Two-Step Compliance Techniques #2**

- [Blank]
  - Start small, then unexpectedly increase
  - Car sales
- Why it Works
  - Commitment
  - Contrast (an extra \$1,000 doesn't seem so much)

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Low-Balling

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Slide 10  
Q29

**Two-Step Compliance Technique #3**

- Foot-In-The Door
  - Start large, then compromise
- Why it works?
  - Reciprocal concessions
  - Contrast effects

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Slide 11  
Q30

**Two-Step Compliance Techniques #4**

- [Blank] Effect
  - Start small and then sweeten the pot
- Why it Works
  - Everyone loves a deal

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Slide 12  
Q31

**[Blank]'s Research**

- Experimental Procedure
  - Subjects are told the experiment concerns how punishment affects learning
  - Subjects are cast in the role of a teacher in a teacher-learning procedure
  - Subjects are told to shock the learner whenever he gives a wrong answer
  - Shocks gradually increase in magnitude, until finally they are thought to be lethal.
  - No one ever really gets shocked

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Slide 13  
Q32

**Experiment "Dramatics"**

- Starts uneventfully
- Learner starts to complain of chest pains and severe discomfort
- If subject balks at giving more shock, the experimenter says only "The Experiment must continue"
- Learner becomes increasingly vocal regarding his discomfort

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2 fabrications if false

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Slide 14  
Q33

**Experimental Findings**

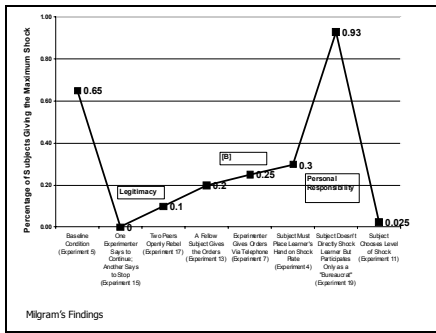
- Almost everyone shocks past the point of discomfort
- Three factors affect how much shock is delivered
  - [B1]: Does the experimenter have the legitimate right to command obedience
  - [B2]: Is the subject physically near the victim
  - [B3]: The less responsible the subject is, the more shock he delivers

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Slide 15  
Q34




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Slide 16  
Q35

**Controversial Issues**

- Breach of ethics
- Application to Holocaust
  - Milgram believed his results could explain the behavior of Germans during the Holocaust, many of whom said they were merely following orders.

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\_\_1 fabrication if false

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Slide 17  
Q36

**Obedience Alibi 1**

The [B1] common adjustment of thought in the obedient subjects is for him to see himself as not responsible for his own/actions. He divests himself of responsibility by attributing all initiative to the [B2], a legitimate authority.

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Slide 18

**Responsibility Question**

How much is each of us responsible for the fact that this person was given electric shocks against his will? (p. 203).

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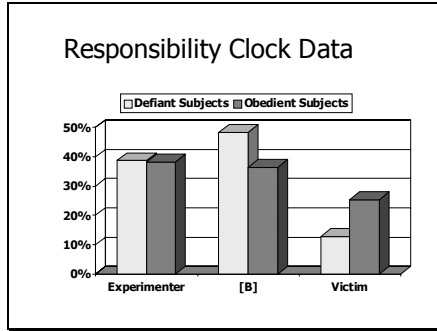
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Slide 19  
Q37




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Slide 20  
Q38

Milgram and the Holocaust	
<b>Volunteer to Inflict Damage</b>	In Milgram's research, subjects did not sign up for an experiment on "shocking another human being." Many Germans, especially those in positions of power within the Nazi party, volunteered for the job.
<b>Hatred for the Victim</b>	In Milgram's research, subjects do not even know the victim and harbor no hatred for him. Germans hated Jews for centuries.
<b>Informed Consent</b>	In Milgram's research, the learner agrees to be shocked. Although he later retracts his consent, he initially agreed to receive shocks. In the Holocaust, Jews did not consent to the treatment they received.
<b>Rebellion</b>	In Milgram's research, obedience drops to 0 when two peers rebel. Many Germans aided Jews and rebelled, but this did not stop the killing.
<b>Actual Physical Damage</b>	In Milgram's research, the subjects are told that although the shocks are painful, they will not cause any permanent tissue damage. In the Holocaust, German soldiers knew they were causing great harm.

5 fabrications if false

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