

**345 Slides Groups 1.doc**  
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Slide 1  
Q1

**Groups 1**

- Definition: An interdependent collection of individuals who interact and possess a shared [B]
  - Interdependence
  - Interaction (not necessarily face-to-face)
  - Subjective sense of "US" or "WE"

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Slide 2  
Q2

**Why do people join groups?**

- Functions Groups Serve
  - Instrumental Function (achieve our goals)
  - Companionship
  - Social Identity
- Brewer's Optimal Distinctiveness Theory
  - People are most drawn to groups that satisfy their need to belong and their need to be different

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

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Slide 3  
Q3

**Gender Differences**

- Women join groups to satisfy their need for companionship
- Men join groups for instrumental reasons
- A matter of degrees. Most groups serve both functions, and many men seek companionship and women seek achievement.

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Slide 4

**Individual Performance in a Group Setting**

- Do individuals perform better when working in a group setting than when working alone?
- Different types of "with others"
  - Audience
  - Independent Co-Workers
  - Interdependent Co-Workers

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Slide 5  
Q4

**Social [B]**

- Triplet (1898)
  - Cyclists cycle faster when racing with others than when racing the clock
    - Drafting
    - Social Facilitation: The presence of others improves performance
- First Social Psych. Experiment
  - Children wound fishing reels faster when reeling with others than when reeling alone.

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Slide 6  
Q5

**Social Impairment**

- Not all studies show this effect
  - Some found no difference
  - Others found social impairment: The presence of others impairs performance
- Task Difficulty
  - In general, social facilitation for easy tasks; social impairment for difficult tasks.

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Slide 7  
Q6

**Zajonc's Solution**

- The Presence of Others Creates [B1]
- [B1] facilitates performance on [B2] tasks, but impairs performance on [B3] tasks.
- Roots in Hull's theory: [B1] pools and energizes a dominant response.
- Cockroaches show the effect

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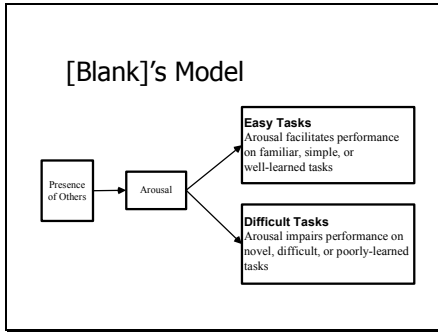


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Slide 8  
Q7




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Slide 9  
Q8

**What Creates Arousal?**

- Zajonc: Mere presence of others.
- Evaluation Apprehension: The presence of others creates arousal only if we fear being evaluated
- Distraction

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\_\_\_\_\_2 fabrication if false\_

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Slide 10

**Markus (1978)**

- 2 X 3 Design
- Task Difficulty
  - Doff shoes and socks;
  - don ill-fitting clothing
- Audience
  - Alone
  - Attentive Audience
  - Inattentive Audience

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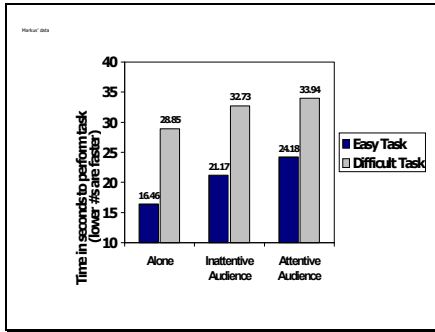
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Slide 11  
Q9



\_\_\_\_\_ Which of the following sets of data are fabricated:

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Slide 12  
Q10

**Conclusions**

- The [B] presence of others creates arousal sufficient to produce social facilitation at easy tasks and social impairment at difficult tasks
- Other factors can increase arousal as well

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Slide 13  
Q11

**Social Loafing**

- People exert more effort when working on a group project than when working alone

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Slide 14  
Q12

**What produces social loafing**

- [B]: Coordination loss
- However, effect is found on tasks that don't require coordination (clapping, screaming, brainstorming)
- Withholding Effort
  - People are slackers
  - They flake

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Slide 15  
Q13

**Reducing Social Loafing**

- Task Importance
- Individual Evaluation
  - Identifiability
  - [B] (Standard provided)

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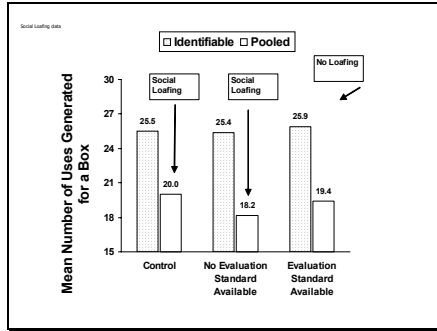
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Slide 16  
Q14




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1 fabrication if false

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Slide 17  
Q15

**Integration**

- When Individual Performances **Can** be Identified and Evaluated
  - Presence of others creates arousal, which facilitates performance at easy tasks but impairs performance at difficult tasks.
- When Individual Performances **Cannot** be Identified and Evaluated
  - Presence of others relaxes us, which impairs performance at easy tasks but facilitates performance at difficult tasks.

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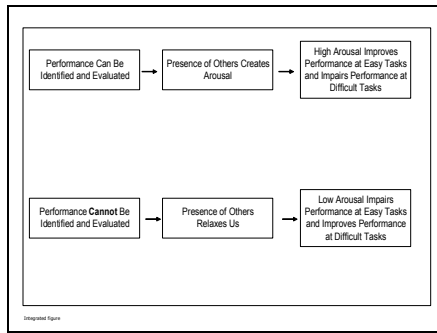


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Slide 18




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Slide 19  
Q16

**Conclusion and Recommendation**

- Study alone; take a test with others
- If you *must* study in a group,
  - Make sure efforts are identifiable and can be [B]

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**345 Slides Groups 2.doc**  
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Slide 1  
Q17

**Groups 2**

- Evaluating Group Performance
- Task Type
  - Additive task: Pooled Contributions
  - Conjunctive: Best performance by any member
  - Disjunctive: Only as good as weakest link

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\_\_\_\_\_ 2 fabrication if false

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Slide 2

**Brainstorming**

- Do people generate better solutions to problems when working in a group?
- Not better in groups
- People think they're better in groups

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Slide 3  
Q18

**Leadership Effectiveness:  
What Makes a Leader Great?**

- [B1] Born Leaders: The Great Person Theory
  - Some people are natural leaders
- [B2] Theories of Leadership
  - Certain situations bring out leadership
- [B3] Models of Leadership
  - Different leaders for different situations
- [B4] Leadership
  - Great leaders adapt to the needs of the group

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Slide 4  
Q19

**Gender Differences in Leadership**

- Commonly assumed that women are [B] apt to be relationship-focused leaders than task-oriented leaders
- Research shows:
  - Difference exists in laboratory studies when men and women are selected to lead, but
  - No such difference is found when leadership is assessed in a natural context

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Slide 5

Imagine that you and another person have worked on a project together. The boss has given you the opportunity to decide how much each of you should receive in compensation. Choose one of the options below.

	Option A	Option B	Option C
You	\$14	\$13	\$13
Partner	\$12	\$13	\$10

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Slide 6  
Q20

**Group Conflict**

- **Social Dilemmas:** Conflict Between Two Interdependent Individuals or Two Interdependent Groups
- **Intergroup Conflict:** Conflict Between Individual Interest and the Interests of a Group

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Slide 7

**Social Dilemmas**

- Two or more interdependent individuals face a conflict between maximizing their own interests or sacrificing for the benefit of the group as a whole.
- Examples
  - Taxes
  - Carpooling to work

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Slide 8  
Q21

**Two Types of Social Dilemmas**

- [B] Dilemma
  - People must decide how much of a shared resource to use
    - Grazing in the town pasture
    - Salmon fishing
    - Logging

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Slide 9  
Q22

**[B] Goods Dilemma**

- People decide how much they will contribute to sustain a public good or service
- The dilemma: Service is provided only if enough people contribute, but even people who don't contribute can enjoy the benefits (free-riding)
  - Public television
  - Blood banks
  - Social Loafing (how much effort to contribute)

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Slide 10  
Q23

**Comparing the two dilemmas**

- People act less cooperatively in a commons dilemma than in a public goods dilemma.
- Because people view a commons dilemma as a loss ("How much should I give?"), but a public goods dilemma as a gain ("How much must I take?") and,
- People are less sensitive to losses (public goods) than gains (commons)

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Slide 11  
Q24

**Resolving Social Dilemmas**

- Expectancy X Value Model:
  - cooperation occurs when (1) individuals place a [B1] value on the collective outcome and (2) [B2] (or expect) that others will also behave cooperatively.

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Slide 12

**Social Value Orientation**

- The value people place on collective outcomes
- You can calculate your social value orientation by looking at the answers you gave to the question I posed at the beginning of lecture.

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Slide 13

Imagine that you and another person have worked on a project together. The boss has given you the opportunity to decide how much each of you should receive in compensation. Choose one of the three choices below.

	Option A <small>(Individualism)</small>	Option B <small>(Prosocial)</small>	Option C <small>(Competitive)</small>
You	\$14	\$13	\$13
Partner	\$12	\$13	\$10

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Slide 14  
Q25

**Group Identity**

- People are [B] apt to cooperate when they strongly identify with their group than when their group identification is weak.
- Superordinate Identities: We Are the World

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Slide 1

**Groups 3**

- Review Group Conflict
  - Individual interests vs. group's
    - Social Dilemmas
      - Commons
      - Public Goods

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Slide 2

**Mixed Motives Dilemmas**

- Two interdependent parties
- Non-cooperation maximizes one's own outcomes
- Cooperation yields compromise outcomes

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Slide 3

**Prisoner's Dilemma**

- Two criminals, Lefty and Mugsy, are picked up for a crime
  - If both maintain their innocence to a serious crime, each receives a relatively light, 1-year sentence for the minor charge.
  - If both confess and plead guilty to the serious crime, each receives a moderate, 5-year sentence.
  - If only one confesses to the serious crime, the one who confesses goes free and the one who doesn't serves a lengthy, 10-year sentence.

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Slide 4

**Prisoner's Dilemma**

		Lefty	
		Keep Quiet	Confess
Muggy	Keep Quiet	1 year	Go Free
	Confess	1 year	10 year
		Go Free	5 Years

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Slide 5

**Resolving the Prisoner's Dilemma**

- Reciprocity:
  - Start out cooperative, then follow what your partner does on successive trials
  - Tit-For-Tat

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Slide 6

**Threat Capacity**

- Does it help to have power over the other person?
- Deutsch & Krauss (1960): Acme-Bolt Trucking Game
  - Simulated trucking study, where time is money.
  - Subjects earn money if they can get their truck to their destination quickly

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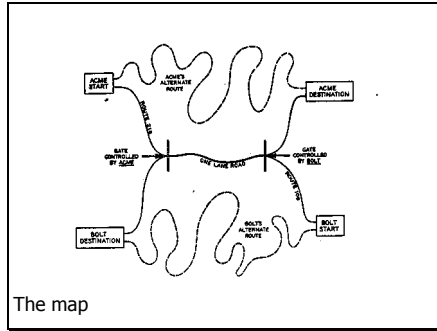
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Slide 7



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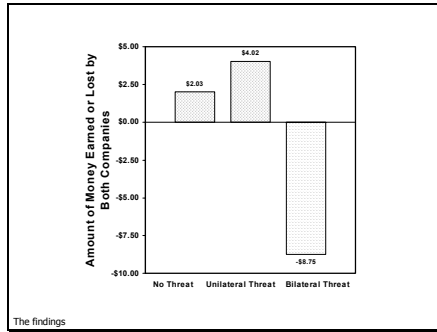
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Slide 8  
Q26



1 fabrication if false

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Slide 9

**Role of Communication**

- Does communication help?
- Not in the trucking study.
  - Rather than working out a compromise solution, the subjects threatened to destroy one another.

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Slide 10  
Q27

**GRIT: Graduated and Reciprocated Initiative in Tension Reduction**

- One party states its intention to [B1] conflict through [B2]
- This party pursues alternatives that are costly or risky to its position, thereby countering the perception that its concessions are a ploy.
- If the other party fails to cooperate, the cooperative party retaliates but then resumes cooperative behavior while reiterating its intentions to find a mutually satisfactory agreement.

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Slide 11  
Q28

**Bargaining and Negotiation**

- Defined
  - process by which two or more [B] parties attempt to resolve conflicting preferences.
- Fixed Pie Perception in Negotiation
  - People fail to see the potential for a mutually beneficial solution
  - Illustration: Two sisters and one orange
  - Experience helps people learn to recognize integrative solutions

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Slide 12

**Reactive Devaluation Effect**

- Solutions offered by the opposition are viewed with mistrust
- Ma'oz, Ward, Katz, and Ross (2002)
  - Experimental Setup
  - Experimental Findings

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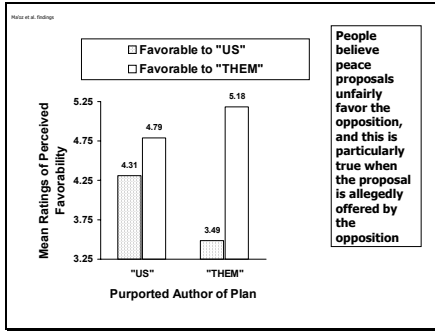
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Slide 13



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2 fabrications if false (true)

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