

Viking Quest: Psychology Assignments

March 2015

Week: 2nd -6th

- *Read Chapter 19-1 and 19-2*
- *Create an outline/Cornell/or other form of note taking guide for the section.*
- *Complete pgs. 554 # 1-5, Pg. 562 # 1-5, Pg. 563 # 1-3, Pg. 570 # 1-5*
- *Complete Study Guide Handouts*

Study Guide 19-1

Group Behavior

For use with textbook pages 545–554

Key Terms

group a collection of people who have shared goals, a degree of interdependence, and some amount of communication (page 545)

task functions activities directed toward getting a job done (page 547)

social functions responses directed toward satisfying the emotional needs of members (page 547)

norms shared standards of behavior accepted by and expected from group members (page 547)

ideology the set of principles, attitudes, and defined objectives for which a group stands (page 548)

social facilitation an increase in performance in front of a crowd (page 549)

social inhibition a decrease in performance in front of a crowd (page 549)

group polarization theory that group discussion reinforces the majority's point of view and shifts group members' opinions to a more extreme position (page 550)

groupthink poor group decision making that occurs as a result of a group emphasizing unity over critical thinking (page 551)

sociogram a diagram that represents relationships within a group, especially likes and dislikes of members for other members (page 552)

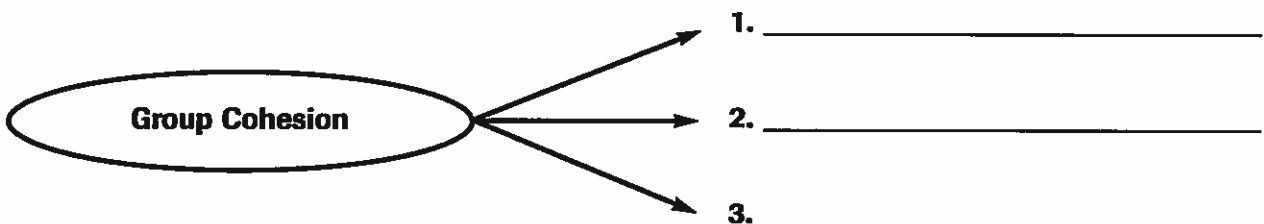
Drawing From Experience

How many groups do you belong to? Try to list them. Do not forget groups such as family, school class, ethnic group, and country in which you are a citizen. You might be surprised at the number of hats you wear!

In this section, you will learn about the nature of groups and your role in them. You will also learn about group decision making and leadership.

Organizing Your Thoughts

Use the diagram below to help you take notes as you read the summaries that follow. Think about what makes a group hold together, or cohesive. List these things below.



Read to Learn

Introduction (page 545)

A **group** is a collection of people who communicate with each other, share common goals, and influence how each other thinks and acts. People who come together but do not interact are not a group. For example, people waiting for a bus are simply a bunch of people. But if the bus almost hits them, they become a group, as they talk to each other about the near miss. *Interaction* is what makes them a group.

4. What groups influence your life?

What Are Groups? (page 545)

To be a group, a collection of people must show interdependence. Interdependence occurs when any action by one member affects the other members. For example, in groups of athletes and roommates, each member has a certain responsibility to the rest of the group. If he or she does not fulfill it, the other members will be affected. For athletes, the result may be losing the game. For roommates, it may be a messy apartment. In small groups, members directly influence each other. One member communicates directly with another. In larger groups, the influence is indirect. The interdependence between you and the president of the United States does not come from direct contact. Yet the president's actions affect you, and your actions, together with those of other Americans, affect the president.

Communication is another key feature of a group. Communication with each other helps members feel like part of the group. Through communication, they set group goals and commit to them.

Group members become interdependent because they share common goals. Groups usually form to carry out activities that no individual could do alone. For example, a band forms a group to create music that members alone could not create.

Groups serve two purposes. (1) **Task functions** are activities directed toward getting some job done. (2) **Social functions** are activities directed toward filling the emotional needs of members. All groups serve both functions. However, one function may be more important than the other in a particular group. For example, groups like construction crews are more task oriented. Social interactions occur within the group, but getting the job done is the most important purpose. People who take walks together have formed a group more for the social rewards than for completing the walk.

5. What kinds of things make your friends a group?

How Groups Are Held Together (page 547)

Things that hold groups together (make them *cohesive*) are norms and ideology and members' commitment to them. **Norms** are standards of behavior expected of group members. They are unwritten rules accepted by the group. For example, you follow unwritten rules about how you should talk to parents and friends. Would you use the same words with both your parents and your friends? Probably not. Members who go against group norms are punished in some way. For example, a norm among your friends may be that you wear a certain kind of athletic shoe. If you wear the "wrong" kind, the group may express disapproval. If you go against a norm that is very important to the group, the punishment may be worse. You may be thrown out of the group.

Ideology is the set of attitudes and goals shared by the group. For a group to be cohesive, members must have these values in common. For example, members of the National Organization for Women share a goal of ending discrimination against women.

For groups to be cohesive, members must feel a commitment to group norms and ideology. Requiring some personal sacrifice increases commitment. For example, if you have to pay money or undergo some initiation to join, you will be more loyal to the group. Participation also strengthens group commitment. When you actively participate in group decisions and share in the rewards, you will feel more like you belong to the group. Commitment works both ways. Members must commit to the norms and ideology of the group. The group must respond to the needs of its members.

6. Describe some norms in a group you belong to.

Types of Groups (page 549)

Members who identify with a group are the *in-group*. The *out-group* is everyone who is not in the in-group. A *primary* group is a group of people who interact daily face-to-face. Because you interact so often with a primary group, the exchanges can get emotional. For example, you see your family every day. You eat, sleep, and have fun with them. You probably also fight with them. A *secondary* group is a larger group with whom you have looser ties. For example, your psychology class is a secondary group.

7. Give another example of a primary group and a secondary group in your life.

Social Facilitation Versus Social Inhibition (page 549)

Social facilitation is the tendency to perform better in front of a crowd. **Social inhibition** is a tendency to perform less well in front of a crowd. Both may occur because the presence of a crowd increases your physical excitement. Studies show that your level of performance is likely to increase in front of others if the task is simple and well-learned. A crowd is likely to reduce your performance on more complex or unfamiliar tasks. For example, suppose you are an expert tennis player but a beginner at the piano. A crowd will likely drive you to play tennis at top form. However, a crowd will probably cause your piano playing to be worse than usual.

8. Describe something that you did well in front of others. Were you doing something that you know well?

Interactions Within Groups (page 550)

Groups provide members with values and an identity. Each person has a role to play in the group's activities. The different roles and how the roles work together in the group are *group structure*. Group structure includes personal relationships among members. It includes each person's rank in the group in such areas as power, status, and popularity. Also, it includes each person's role. A *role* is behavior the group expects of a member. When your class meets, someone has the role of teacher and others have the role of students. Each of us has *multiple roles* because we belong to many groups. You may play the role of student at school and the role of organizer in your friendship group.

Groups make decisions. For example, you and your friends discuss what to do Saturday night and make a decision. **Group polarization** is a theory that group discussion strengthens the view of the majority. It shifts members' opinions to a more extreme position. During the discussion, the view most members hold gets repeated many times. This repetition causes people to feel more strongly about that view than they did before the discussion.

Groupthink is poor group decision making that occurs when groups emphasize sticking together over critical thinking. Groups stuck in groupthink fail to evaluate their options. Group members do not criticize each other because they want to please other members. When no one expresses opposing views, the group does not think critically about its options. The result is a bad

decision. To avoid groupthink, leaders should not promote their views too strongly. Instead, they should encourage open discussion. Members should hear all opinions and challenge one another's views.

When studying groups, psychologists use a diagram called a **sociogram**. This diagram shows the relationships within the group, especially who likes or dislikes whom. Psychologists ask members questions like with whom they would like to go to a party, vacation, or do a task. Psychologists use these responses to create a sociogram to help them examine communication patterns in the group. In one experiment, researchers learned that groups with a central leader can make decisions more quickly than groups without a clear leader, but group members were less satisfied with the process. So, task-oriented groups will work best with a central leader to make decisions. Social groups will work best when members have more say in decisions.

All groups have a leader. This person has a lot of influence on the members. Most of us think of leadership as a *personality trait*. This is partly true. Leadership is the ability to get people to go along with you. Studies show that leaders tend to be more confident, high energy, outgoing, and intelligent than other group members. Other researchers say that leaders have concern for both getting the job done and the welfare of group members. Some leaders are more focused on the job. Others are more concerned with keeping group members happy.

Different types of leaders may be needed in different situations. Groups with internal conflict need a leader who is good with people. Groups with a serious task at hand need a task-oriented leader. A group needs a *transformational leader* if it needs large-scale organizational change. Transformational leaders are charismatic. This means that they have a stronger than usual ability to persuade people to follow them.

The three leadership styles are authoritarian, laissez-faire, and democratic. An *authoritarian* leader makes all the decisions and assigns tasks to group members. A *laissez-faire* leader takes only a small role in group decision making. A *democratic* leader encourages members to come to a decision by agreement.

9. Why is it important to express opposing views in group decision making?

Study Guide 19-2

Conformity and Obedience

For use with textbook pages 555–562

Key Terms

conformity acting in accord with group norms or customs (page 556)

obedience a change in attitude or behavior brought about by social pressure to comply with people perceived to be authorities (page 558)

Drawing From Experience

Have you ever been the only one in a group with a particular opinion? Did you stick to your opinion or give in to the views of the rest of the group?

The last section discussed groups and group roles, decision making, and leadership. In this section, you will learn about the pressures on people to conform to a group and to obey orders.

Organizing Your Thoughts

Use the diagram below to help you take notes as you read the summaries that follow. Think about the famous experiments by Stanley Milgram and Philip Zimbardo. Briefly describe the results of each experiment.

Experiment	Results
Milgram	1.
Zimbardo	2.

Read to Learn

Introduction (page 555)

Sometimes we do not make decisions based on our own reasoning. We just do what everybody else is doing. The pressure to conform can be strong.

3. Give an example of something you do just because “everybody else does it.”
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Group Pressure to Conform (page 556)

Conformity is anything you do because of direct or indirect group pressure. For example, you probably dress the way your friends dress.

In one experiment, Solomon Asch found that many people will conform to other people's ideas of truth, even when they disagree. If you had participated in the experiment, this is what you would have experienced. You and six other students sit in a room. A line is projected on a screen in front of all seven of you. You are then shown another view of three lines and are asked to pick the one that is the same length as the first one. One of the three is exactly the same length. The other two are different. Answers are given in order. You are the sixth person to answer. Everyone agrees on the right answer the first few trials. But on the next one, the first person gives an answer that you are sure is wrong. The next four people answer the same as the first person. After a number of such trials, almost a third of the people in your position begin to answer the same way as the first five people do, even though they know the answer is wrong. In the experiment, the other people are actors who were told to give the wrong answer. When researchers asked participants why they went along, the participants said they did not want to appear different from the others. Why the conformity? According to one theory, children are taught that being liked and accepted is extremely important. Conformity is one way to gain this approval.

Studies show that it is hardest to stand alone. Sometimes the view of a few can win over the larger group. When someone expresses an opposing view, this reduces the pressure on the rest of the members to conform. Then people are more likely to really examine their views rather than just go along. *Compliance* occurs when we outwardly give in to pressure to conform, but we do not change our private beliefs.

Several things make a person more likely to conform. These include (1) belonging to a group that considers the group more important than individuals, (2) a desire to be liked, (3) low self-esteem, (4) shyness, and (5) lack of knowledge of the task.

4. What are some reasons why people conform, even when they know the others are wrong?
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Obedience to Authority (page 558)

Many people serve as authorities—parents, teachers, police officers, and the boss at work. People with authority give orders and expect you to obey. **Obedience** is doing what people in authority tell you to do. Obedience can be good or bad. For example, obeying the orders of a firefighter in an emergency is a good idea. But history shows that sometimes people obey unreasonable orders. For example, Nazis during World War II committed terrible acts in obedience to their leader, even though those acts went against their conscience.

In a famous experiment, Stanley Milgram told participants that they were testing the effects of punishment on memory. One participant was to be the “teacher” and the other, the “learner.” In reality, the learner was Milgram's

assistant. The teacher was to read into a microphone a list of words that the learner was to memorize. The learner was in another room. If the learner did not say the list correctly, the teacher was to give an electric shock. Milgram wanted to see how far the teacher would follow his instructions to give increasing amounts of shock to a fellow human being. The teacher saw the learner being strapped into a chair and the electrodes attached, so the teacher really believed the learner was receiving the shocks. In reality, the learner received no shocks. The “generator” dial that the teacher saw showed amounts of shock from mild to “Danger: Severe Shock.” As the experiment continued, the learner kept making mistakes. The researcher told the teacher to keep increasing the shock. At 300 volts, the learner pounded the wall and refused to continue answering. The researcher told the teacher to count no answer as wrong. In the end, 65 percent of participants gave the full range of shocks. These were not bad people. Many showed signs of extreme tension and said they wanted to stop. Yet, they kept obeying the authority figure.

Why did people obey? Participants considered the researcher a real authority. They assumed he knew what he was doing, even when the instructions went against their own standards of moral behavior. Also, society teaches people to obey authority. Getting up and leaving would have gone against the unwritten rules of acceptable social behavior.

Philip Zimbardo ran another experiment that caused ordinary people to act against their normal standards of behavior. Zimbardo divided male volunteers into two groups: “prisoners” and “prison guards.” He sent both groups to live in a “prison” set up in the basement of a university building. He gave the guards instructions to keep order. Within two days, most guards became drunk with power. They acted cruelly toward prisoners, often without reason. They expected prisoners to follow the rules without question. If they did not, they lost the privilege to read or write letters. Sometimes the guards made the prisoners do embarrassing things, like washing toilets with their bare hands.

Prisoners began to show signs of extreme stress. They acted depressed, yelled at guards, and later became passive from defeat. Some developed psychological illnesses and rashes. The emotional reactions were so strong that researchers ended the experiment early. The roles these people adopted changed the way they acted. This experiment showed the power that situations can have in changing how we feel, think, and behave.

Both Milgram’s and Zimbardo’s experiments raised questions about the ethics of psychological experiments. How would you feel if you had been a participant in either of these experiments? Since these experiments, new standards have been set to protect experiment participants from harm.

Why did the Germans obey Adolf Hitler’s commands to kill many thousands of people? Why do cult members sometimes obey their leader’s command to commit suicide? These orders are unreasonable, so why do people obey them? We are taught to obey authority figures. We obey parents, doctors, and teachers. We also learn to follow orders. We follow traffic rules, school rules, and family rules.

5. Why do you think these two experiments raised ethical questions?