

# Group influence

Week 10

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## Plan

- 1) Deindividuation in context (from week 9)
- 2) Social facilitation
- 3) Crowding
- 4) Social loafing
- ...

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## Deindividuation

### Johnson & Downig's (1979) study

Participants decide the level of shock delivered to another for failing a task.

Uniform: nurse-like vs KKK-like

Anonymity: hooded or not

### Deindividuation in context

Anonymity/self-awareness:

- Internet (chat & downloading), night, large crowd/city, mirror/camera, name tag, alcohol

Group identification:

- Uniforms, body paint, group behaviours

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## Notion of group

- Degree of interaction and interdependence

Passengers on a plane vs face-to-face groups

Exemples of face-to-face groups

- sport team
- music band
- committee
- jury
- dance troupe
- family
- work team

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## Social facilitation

For individual performances, the presence of others:

- 1) Facilitates dominant (i.e. easy) responses
- 2) Hinders non-dominant (i.e. difficult) responses

An easy response is: accessible, simple, automatised, well learned, highly practiced and doesn't require a lot of attentional resources.

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## Social facilitation

Why?

- 1) Arousal
- 2) Evaluation apprehension
  - Effect of nonevaluative observers (animals, family,...)
  - Relation to self-awareness and self-esteem
- 3) Distraction
  - Arousal produced by divided attention
  - Interference with strategic/systematic processing
  - Ex: Centipedes

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## Social facilitation

### Example

Monitoring of job performance  
(nb of keystrokes/minute for data entry)

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## Social facilitation

### Important points

The individual works towards an individual goal  
(no task interdependence)

The performance can be evaluated individually

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## Crowding

Crowding experiment!

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## Crowding

Crowding increases the probabilities of evaluation and distraction.

Thus, it increases arousal!

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## Crowding

### Effects

Increase in blood pressure, heart beat and other physiological indicators of arousal

Decline of contentment and grades for students in college dormitories

Increase in death rate for prisoners

Effect when solving anagrams (easy vs difficult)

Increase in emotional reactions (+ and -)

- towards a performance (sport, movie, class,...)
- towards others

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## Crowding

### Relativity of crowding

Cultural norms

Perception of control

- presence and proximity of a panic/escape button

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## Group performance

### Types of task interdependence

#### 1) Additive tasks

The theoretical performance corresponds to the sum of the individual performances

Ex : Tug-of-war, pushing a stalled car

Important factor: coordinating the efforts

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## Group performance

### Types of task interdependence

#### 2) Disjunctive tasks

The theoretical performance corresponds to the best individual performance

Ex : Groups of individuals who have to find a good idea (e.g. ad campaign)

Important factors: Selection and training focussing on the presence of strengths, coordination

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## Group performance

### Types of task interdependence

#### 3) Conjunctive tasks

The theoretical performance corresponds to the worst individual performance

Ex : climbing team, assembly line, washing/wiping the dishes, walking, sequential tasks

Important factors : Selection and training focussing on the absence of weaknesses, coordination

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## The loss of efficiency in group

Two heads instead of one: is it twice the efficiency?

Ex : Brainstorming and recall tasks

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## The loss of efficiency in group

Two heads instead of one: is it twice the efficiency?

Ex : Brainstorming and recall tasks

The causes of the loss of efficiency

- 1) a decreased motivation (social loafing)
- 2) a poor coordination

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## Social loafing

For group performances (i.e. additive tasks), effort decreases as the size of the group increases.

Examples

- Cheering and clapping: 50% of indiv. perf (gr of 6)
- Brainstorming: 75% of individual perf (gr of 3)
- Tug-of-war
- Paper with a shared grade

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## Social loafing

### Explanations

Diffusion of responsibility  
Decrease of evaluation apprehension  
Illusion of group productivity

### Factors of influence

Interest towards the task (clapping in lab vs show)  
Individual evaluation of performance  
Orientation towards and identification to the group  
- gender, indiv/collectivism and soc identity  
Recognition of the importance of individual perf.

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## Poor coordination

### Causes of poor coordination

- ⦿ Confusion of roles
- ⦿ Knowledge about the others
- ⦿ Interferences

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## The loss of efficiency in group

### A solution to maintain or increase group performance

- ⦿ Increase group cohesiveness (and social interdependence) by making group membership a positive part of their social identity
- ⦿ The corporate culture (They vs we)
- ⦿ Cohesive groups encourage cooperation, follow norms and attract/keep valued members

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