GROUP BEHAVIOR

WHAT IS GROUP?
Group consists of several interdependent people who have emotional ties and interact on a regular basis.

(Kesler & Hollbach, 2005; McGrath et al., 2000)

WHY DO PEOPLE JOIN GROUPS?
• Group membership offers many benefits including offering an important source of information, resolving ambiguity, helping us form an identity and establishing social norms and rules

THE COMPOSITION OF GROUPS
• Groups vary in size (2 – 6 members).
• Members of group tend to be similar in age, gender, beliefs and opinion.
  – people are attracted to similar others, and
  – groups tend to operate in ways that encourage similarity in the members.
• Groups differ in terms of structure –the regular, stable patterns of behavior between members.
THE COMPOSITION OF GROUPS

- There are 3 elements in analyzing the structure of groups.
  - Social norms – are expected standards of behavior and beliefs established and enforced by a group
  - Social roles – shared expectations in a group about how particular people are supposed to behave
  - Status systems – which reflects the distribution of power among members.

GROUP INFLUENCE ON INDIVIDUAL BEHAVIOR

- Important concepts
  - Social Facilitation
  - Social Loafing
  - Deindividuation

SOCIAL FACILITATION

- Social facilitation is the enhancement of dominant responses due to the presence of others
- Dominant responses is the most common response in a given situation
- Factor that influence people do social facilitation is evaluation apprehension (concern about how others are evaluating your performance)
Robert Zajonc (1965): the presence of other people raises our general level of emotional arousal, as indicated by increase in heart rate, perspiration & hormonal activity.

- Higher arousal leads to better performance of well-learned behaviors – social facilitation effect.
- Higher arousal leads to decline in performance of poorly learned behavior.
- The mere presence of others will cause either increases or decreases in performance, depending on whether the behavior in question is well learned or poorly learned.

Figure 5.1: Robert Zajonc’s theory of social facilitation
Nicholas Cottrell (1972):
- It is not the mere presence of others that leads to improved performance, but the presence of others produces arousal because we are apprehensive about how they are appraising us – concept of evaluation apprehension (EA).
- EA – the presence of others lead to the inference that the audience is evaluating us, a circumstances that is definitely physiologically arousing.

**Social Facilitation**

- Evaluation apprehension theory

  - Improvements in performance
  - Well learned
  - Is response well learned or poorly learned?
  - Poorly learned
  - Declines in performance

  - In line with the above reasoning – social facilitation should occur only when others are paying attention to us.
- When others are present but are not paying attention, and thus unable to evaluate our performance, social facilitation effects should be reduced.
  - The attentive spectator led to social facilitation effects: joggers ran more swiftly than when they are alone.
  - The inattentive spectator produced speed no greater than when joggers were alone.
• Distraction-conflict theory:
  - SF effects occur because the presence of others is distracting, and our attention becomes divided between the task at hand & the others who are present.
  - This divided attention leads to conflict, which in turn leads to higher physiological arousal.
  - When the task is simple, the interference due to distraction is minimal, & the increase in arousal is strong enough to overcome the distraction & produced superior performance.
  - When the task is difficult, the increase in arousal is not large enough to overcome the distraction caused by the presence of others, and performance declines.

Social Impact Theory:
- This theory states that the likelihood that a person will respond to social influence will increase with:
  • Strength: how important the influencing group of people are to you.
  • Immediacy: how close the group are to you (in space & time) at the time of influence attempt.
  • Number: how many people there are in the group.
• As more people work on a task, each one expends less effort.
• This phenomenon is known as social loafing.
• Social loafing represents the decrease in individual effort that occurs when people engaged in shared group activity.

Social Loafing

• Social loafing is the tendency for people to do worse on simple tasks but better on complex tasks when they are in the presence of others and their individual performance cannot be evaluated.
Social Loafing

- Social loafing occurs because of diffusion of responsibility.
- Diffusion of responsibility is the belief that the presence of other people in a situation makes one less personally responsible for the events that occur in that situation.

### Different explanations:

1. Participants in a group effort may perceive others in the group as being less motivated or less skilled than they are. This may lead them to reduce their own output.

2. Group participants choose goals that are less ambitious when others are present than when they are alone. Because of their lowered goals, they may expend less effort.

3. Perceptions of the participants. Participants perceive that when they are in a group, their own effort are less closely linked to any potential outcomes than when they are alone. Thus, she/he has less reason to expend much energy on the task.

4. Cultural factors may also explain social loafing. People from eastern cultures are somewhat less susceptible to social loafing than those from western cultures. Reason: emphasis on group & social orientation vs. individualism. Karau & Williams (1993): tendency to loaf – stronger in men than women; stronger in western than eastern cultures.
• Taking action on the basis of an awareness of one's own distinct feelings, views & preferences – INDIVIDUATION.
• We behave in accordance with our self-concept & the expectation of others.
• A breakdown of self-awareness.
  – A reduction in feelings of self-consciousness & distinctiveness.
  – "The loosening of normal constraints on behavior (loosing one's self of personal identity) when people are in a crowd, leading to an increase in impulsive & deviant acts".
  – Getting lost in a crowd – can lead to an unleashing of behaviors.

• Deindividuation leads to impulsive acts, why?
  – It makes people feel less accountable for their actions.
  – It reduces the likelihood that any individual will be singled out & blamed.
  – It increases obedience to group norms.
  – Thus, it does not always lead to aggressive behavior.
  – It depends on the norms of the group.

• Contributing factors to deindividuation are arousal anonymity and diffused responsibility.
• Deindividuation makes people less accountable.
• Deindividuation increases obedience to group norms.
LEADERSHIP

- Leader is the person who exerts the most influence and provides direction and energy to the group.
- "Leadership" is influencing human behavior, regardless of the goals.
- Leadership as in the social influence realm to influence by power is what leadership is all about.
- By power, influence is presented in stronger mode.
- Power is the ability to get what you want

Styles of Leadership

(Adapted from House & Mitchell, 1974)

1. Supportive leadership
2. Directive leadership
3. Achievement-oriented leadership
4. Participative leadership

Participative Leadership: The question of how much influence others are given thus may vary on the manager's preferences and beliefs, and a whole spectrum of participation.

<table>
<thead>
<tr>
<th>&lt;Not participative&gt;</th>
<th>Highly participative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocratic decision by leader</td>
<td>Leader process decision, listens to feedback, then decides</td>
</tr>
<tr>
<td>Leader proposes decision, leader has final decision</td>
<td>Team proposes decision, leader has final decision</td>
</tr>
<tr>
<td>Joint decision with team as equals</td>
<td>Full delegation of decision to team</td>
</tr>
</tbody>
</table>

Participative Leadership: The question of how much influence others are given thus may vary on the manager's preferences and beliefs, and a whole spectrum of participation.
Task vs. Person Preference

- The standard situation is manager motivating their people.
  - Do they focus more on what is to be done, or do they spend more time on the softer people stuff, making sure they are happy, etc.?
- This task-person question also applies to both entire organizational cultures as well as individual people doing their job.
- Although people can swing between task and people, the best place is often a balance between the two.

Leadership Theories

- Trait Theory
- Path-Goal Theory of Leadership
- Expectancy Theory

Trait Theory

- People are born with inherited traits.
- Some traits are particularly suited to leadership.
- People who make good leaders have the right (or sufficient) combination of traits.
Stogdill (1974) identified the following traits and skills as critical to leaders:

<table>
<thead>
<tr>
<th>Traits</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adaptable to situations</td>
<td>Clever (intelligence)</td>
</tr>
<tr>
<td>Read social environment</td>
<td>Conceptually skilled</td>
</tr>
<tr>
<td>Ambitious and achievement-oriented</td>
<td>CREATIVE</td>
</tr>
<tr>
<td>Assertive</td>
<td>Diplomatic and tactful</td>
</tr>
<tr>
<td>Cooperative</td>
<td>Fluent in speaking</td>
</tr>
<tr>
<td>Decisive</td>
<td>Knowledgeable about group task</td>
</tr>
<tr>
<td>Dependable</td>
<td>Organized (administrative ability)</td>
</tr>
<tr>
<td>Dominant (desire to influence others)</td>
<td>Persuasive</td>
</tr>
<tr>
<td>Energetic (high activity level)</td>
<td>Social skilled</td>
</tr>
<tr>
<td>Persistent</td>
<td></td>
</tr>
<tr>
<td>Self-confident</td>
<td></td>
</tr>
<tr>
<td>Tolerant of stress</td>
<td></td>
</tr>
<tr>
<td>Willing to assume responsibility</td>
<td></td>
</tr>
</tbody>
</table>

Maccall and Lombardo (1983) researched both success and failure, identified four primary traits by which leaders could succeed or ‘derail’:

- Emotional stability and composure:
- Admitting error:
- Good interpersonal skills:
- Intellectual breadth:

Path-Goal Theory

The Path-Goal Theory of Leadership was developed to describe the way that leaders encourage and support their followers in achieving the goals they have been set by making the path that they should take clear and easy.
As we constantly are predicting likely futures, we create expectations about future events.

If things seem reasonably likely and attractive, we know how to get there and we believe we can 'make the difference' then this will motivate us to act to make this future come true.

**Expectancy Theory**

- Valance: The value of the perceived outcome (What's in it for me?)
- Instrumentality: The belief that if I complete certain actions then I will achieve the outcome. (Clear path?)
- Expectancy: The belief that I am able to make the complete actions. (My capability?)

Motivation is thus a combination of:

- **Valance**: The value of the perceived outcome (What’s in it for me?)
- **Instrumentality**: The belief that if I complete certain actions then I will achieve the outcome. (Clear path?)
- **Expectancy**: The belief that I am able to make the complete actions. (My capability?)

**LEADERSHIP**

- Leaders perform 2 basic types of activities:
  - **Task leadership** consists of accomplishing the goals of the group
  - **Socioemotional leadership** involves an attention to the emotional and interpersonal aspects of group interaction
LEADERSHIP

- The necessary qualities for effective task leadership are:
  » Efficiency
  » Directiveness
  » Knowledge

- The important qualities for effective socioemotional leaderships are:
  - Friendliness
  - Empathy
  - An ability to moderate conflicts

Transformational leaders inspire followers

- Transformational leaders
  - Leaders who change (transform) the outlook and behavior of followers so that they move beyond their self-interest for the good of the group or society.
• **3 core components to transformational leadership**
  1. Demonstrating a charismatic communication style
  2. Communicating a vision
  3. Implement a vision

• **The Contingency Model is an Interactionist View of Leadership**
  - In the contingency model of leadership, leader effectiveness is determined by the interaction of
    - The personal factor of leadership style, which involves task-oriented and relationship-oriented styles
    - 3 situational factors that provide the leader with situational control
      - Leader’s relation with the group
      - Task structure
      - Leader’s position power

• **Gender and Culture Can Influence Leadership Style**
  - Although female leaders are as task oriented as male leaders, women tend to have a more democratic leadership style
  - In collectivist cultures, relationship-oriented leaders may be more effective than they are in individualist cultures
CONFLICT AND COOPERATION

• Why people are in conflict with each other?
  – Incompatible goals
• Many conflicts in everyday life.
• Element of trust is important to find a solution desirable to all parties involved.
• People must trust each other – lack of trust escalates competitive moves
• A commonly studied social dilemma is

Prisoner's dilemma:

<table>
<thead>
<tr>
<th>Your Friend's Options</th>
<th>Option X</th>
<th>Option Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Option X</td>
<td>You win $3</td>
<td>Your friend loses $6</td>
</tr>
<tr>
<td></td>
<td>Your friend wins $3</td>
<td>Your friend loses $6</td>
</tr>
<tr>
<td>Option Y</td>
<td>You lose $6</td>
<td>You lose $1</td>
</tr>
<tr>
<td></td>
<td>Your friend wins $6</td>
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</tr>
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</table>
SOCIAL DILEMMA

- Any situation in which the most rewarding short-term choice for an individual will ultimately cause negative consequences for the group

Types of Social Dilemma:

1. Public Good Dilemma
   - A social dilemma in which individuals must contribute to a common pool in order to maintain the public good

2. Commons Dilemma
   - A social dilemma in which everyone takes from a common pool of goods that will replenish itself if used in moderation but will disappear if overused

COOPERATION

- Cooperation is necessary to resolve social dilemmas
COOPERATION

- Research reveals several ways to promote cooperation
  - Sanctioning cooperative way
  - Education
  - Group identification
  - Promoting a cooperative orientation
  - Promoting group discussion

PREJUDICE & DISCRIMINATION

- Present in all societies of the world.
- It refers hostile or negative attitude toward a distinguishable group of people based solely on their group membership.
- The assessment is unrelated to qualities of particular individuals.
- Cognitive framework that maintains prejudice – stereotype - It is an oversimplification that we employ in an effort to make sense of the complex social environment in which we live.
- Stereotypes increase the chance that discrimination will occur.

PREJUDICE & DISCRIMINATION

- Discriminations – the behavioral manifestation of stereotypes & prejudice: negative actions taken toward members of a particular group because of their membership in that group.
- The presence of prejudice does not always lead directly to discrimination – law, strong social norms/standards, the target is not present.
**The Roots of Prejudice**

- Social sources: inequalities, socialization
- Motivational sources: frustration, aggression, social identity

**Prejudice**

- Prejudice is defined as attitudes toward members of specific groups that directly or indirectly suggest they deserve an inferior social status.
- Prejudice can be either explicit or implicit:
  - **Explicit Prejudice**
    - Prejudicial attitudes that are consciously held, even if they are not publicly expressed.
  - **Implicit Prejudice**
    - Unconsciously held prejudicial attitudes.

**Prejudice**

- Prejudice feelings sometimes lead people to discriminate against others.
- **Discrimination** is a negative action toward members of specific group.
- Prejudice directed toward a group is determined by 2 social factors:
  1. Whether the target group is perceived as having a competitive or cooperative relationship with mainstream society.
  2. Whether the target group is of low or high social status within mainstream society.
Prejudice

- 3 basic forms of prejudice
  - Contemptuous prejudice
  - Envious prejudice
  - Paternalistic prejudice

• **Contemptuous Prejudice:** It occurs when the target group has a competitive relationship with mainstream society and has low social status.

• **Envious Prejudice:** It occurs when the target group has a competitive relationship with mainstream society and has social status.

• **Paternalistic Prejudice:** It occurs when the target group has a cooperative relationship with mainstream society and has low social status.