**GROUPS**

**Terms to Know**

**Group**: Two or more people who interact for more than a few moments, feel like a group, and who influence each other via interdependent goals/needs.

**Aggregate**: A collection of people who are in the presence of one another, but do not typically interact for more than a few moments and who do not feel like a group. Independent goals/needs.

Critical difference:  
- Level of interaction  
- Feeling  
- Interdependent vs. independent goals/needs

**Are These Groups?**

- Five people waiting at the same corner for a bus  
  Yes No
- People attending a worship service  
  Yes No
- The 'Spice Girls Fan Club'  
  Yes No
- Students in a seminar class  
  Yes No

**Effects on Behavior**

1. **Similarity**

**Group Norms:**

Expected behavior of all group members

**Sorority Study**

Crandall (1988)

**Alpha Sorority Norm**: Moderate binging

**Beta Sorority Norm**: Heavy binging

**Sorority Study**

Crandall (1988)

**New Members of Alpha**

- Moderate binging
  - Too much - too little binging
  - More Popular
  - Less Popular

**New Members of Beta**

- Heavy binging
  - Light or no binging
  - More Popular
  - Less Popular

**Effects on Behavior**

2. **Performance**

**Social Roles**:  

Expected behavior of particular members

**Groups influence performance on tasks**
Ant Study
Chen (1937)

Observed ants excavating soil for 4 days
- Day 1: alone
- Day 2: groups of 2
- Day 3: groups of 3
- Day 4: alone

How long did the ants take to begin excavating?
How much soil (in weight) was excavated?

The ants took longer to begin when they worked alone

The ants moved more soil when they worked in groups

Cockroach Study
Gates & Allee (1933)

1. Taught cockroaches to learn a maze whereby they could escape the light by running into a dark bottle.
2. The maze was difficult for a roach to learn.
3. Learned the maze alone, groups of two, groups of three
Result: Learned maze faster when alone, than when in a group

Zajonc: An Integrative Theory

Proposed that:
- Presence of others increases arousal
- Arousal enhances whatever response is dominant
Dominant response: Response elicited most easily and most quickly
- Easy tasks: Correct response is dominant
- Difficult tasks: Incorrect response is dominant

Cockroach Study: A Replication
Zajonc et al. (1969)

The presence of others (a) improved running times in the simple maze but (b) worsened running times in the difficult maze

Social Facilitation Effect

The strengthening of the dominant response in the presence of others

Or

The presence of others improves performance on simple tasks but worsens performance on difficult tasks

Factors that Influence Deindividuation

1. Group size

Large Group  Small Group

More deindividuation

Effects on Behavior

3. Deindividuation

Loosening of normal constraints on behavior
Factors that Influence Deindividuation

2. Accountability
- High Accountability
- Low Accountability

Factors that Influence Deindividuation

3. Anonymity
- Anonymous
- Not Anonymous

Anonymity Study
Zimbardo (1970)

Coats - Hoods
Normal Clothes
Name Tags

Gave 2 times more shock

More deindividuation