Test 3
Study Outline

Defining a group
1. What is the defining characteristic of a group? What makes a “group” a “group”? (interdependency)
2. What is one of the smallest kinds of groups researchers study? (a dyad)
3. Know McGrath’s task typology
   a. What are the four basic kinds of tasks groups can engage in?
   b. Be able to recognize examples of each.
4. Know Steiner’s typology
   a. What are the two basic types of tasks that Steiner identified? (unitary and divisible). **Don’t** need to know difference between optimization and maximization tasks; **don’t** need to know how he defined “actual productivity”.
   b. Be able to identify examples of different types.
   c. Remember relationship between individual performance and group performance for different groups (e.g., additive performance is just sum, conjunctive group performance is equal to performance of worst member, etc.)
5. Know Thompson’s typology of workflow interdependence
   a. Know the different types (pooled, sequential, reciprocal, and intensive); and be able to identify the correct type if I were to give you a picture or an example.

Reasons for joining groups
1. Be familiar with some of the individual differences that affect ability and motivation to join groups (need for affiliation, social anxiety).
2. We talked about social comparison theory.
   a. Know the two big people associated with it (Festinger and Schacter)
   b. Know the two big social motives that joining groups satisfy (social information and reassurance)
3. Know the effects of social support (buffer for stress and anxiety)
4. Know the other big reasons we discussed for joining groups
   a. Instrumental (goal achievement)
   b. Proximity and the “mere exposure” effect
   c. Homophily (bird of a feather flock together)
   d. Complementarity (opposites attract)
   e. Don’t need to know the minmax principle
5. I may give you examples of people joining a group, and ask you to identify the term or social process that best describes what was going on.

Group interdependence and group performance
1. Know the two major types of interdependence (interdependence of fate and task interdependence), know which is usually the stronger type (task). Be able to
recognize if I were to give you some examples.

2. Know the two basic categories of task interdependence (positive and negative). Be able to identify them if I were to give you an example.

3. Know the basic finding of research on positive and negative task interdependence (positive interdependence tends to increase group performance and group cohesion). Don’t need to know the specific examples we discussed in class (Deutsch, Rosenbaum, Johnson et al.), just the general gist of the research.

4. Be familiar with social facilitation effect
   a. What is social facilitation (change in performance from being observed).
   b. What is the current explanation for the social facilitation effect? (psychological stimulation from being observed increases tendency for dominant response, the set of behavior the organism is most used to producing in that situation.)
   c. You should know the term “dominant response.”
   d. I may give you an example of a situation, and ask you to tell me what effect (positive or negative) observation will likely have on performance.

5. Know the two big reasons why groups often perform worse than sets of individuals working separately. (process loss and social loafing). May give you an example or definition of each and ask you to choose the correct term from a list.

6. Social loafing
   a. Know what a “pseudogroup” is (a “fake” group used in some research – people think they are performing as part of a group, but really aren’t).
   b. Know the three reasons for social loafing we discussed in class (anonymity of performance, equity, and matching to standards).
   c. Don’t need to know the “free-rider” problem, or evaluation apprehension.
   d. We talked about 5 ways to reduce social loafing. I may give you a hypothetical example, and ask you to identify one way to reduce social loafing.

7. Compared to individuals, what kind of tasks are groups especially good at? (Decision-making tasks, tasks involving facts and right/wrong answers.) Bad at? (more creative tasks.)
   a. What is a shared mental model? (similarity in knowledge and cognitions about task)
   b. What is a transactional memory system? (distributed memory system that develops in teams – each person remembers a few pieces of info instead of everyone trying to remember everything.)
   c. What are two reasons groups do worse at creative tasks? (Blocking, conformity pressures)
   d. Don’t need to know the three factors that affect performance on creative tasks (group composition, communication medium, etc.)

Group development
1. Know what a “stage model” of group development is (groups pass through specific stages), and what one of the major alternatives is to stage models (cyclic models).
2. Recognize the five stages in Tuckman’s famous model of group development
(forming, storming, norming, performing, and adjourning). I may give you an example or description of a group, and ask you to identify which stage Tuckman would say they are in.

3. Know what Bales’ equilibrium model is (a cyclic model of group development, that says groups try to maintain a balance between performing the task and maintaining personal relationships/social cohesion in the group).

4. Know the positive outcomes of increased cohesion (greater performance, satisfaction, reduced stress and anxiety) and the negative outcomes (pressure for conformity, avoidance of dissent and conflict, and negative behaviors towards dissenters).

Social influence
1. Know what Solomon Asch’s contribution was (famous experiment on conformity and social influence – showed that public responses could be strongly influenced by conformity pressures).

2. Know how three basic factors that affect conformity (presence of a dissenter reduces conformity, larger groups increase conformity up to a point, and larger numbers of independent groups increase social pressure for conformity).

3. Don’t need to know the effects of cultural background or public vs. private behaviors.

4. Should know how task difficulty and need for accuracy affect conformity rates (easy task + high need for accuracy = low conformity; hard task + high need for accuracy = high rates of conformity; task difficulty doesn’t have much of an effect when there is no perceived need for accuracy).

5. Don’t need to know the effects of individual differences on conformity.

6. Be able to recognize the factors that affect minority influence (consistency, competence, majority uncertainty, minor concessions, not perceived as outsiders).

7. Know how Moscivici’s and Hollander’s models differ (consistent arguments from day 1 or going along with majority to build up credits with group), and which is more effective (not much difference – both strategies can be effective).

8. Don’t need to know the differences between majority and minority influence we discussed in class (public conformity versus private acceptance, etc.)

Power and leadership
1. Don’t need to know definition of power or leadership.

2. Know who Stanley Milgram was (did famous experiment on obedience to authority).

3. Know the factors affecting obedience rates (and how they affect obedience). May give you an example, and ask you what should be done to increase or decrease obedience.

4. Know bases of power described by French and Raven (reward, coercive, legitimate, referent, and expert). Don’t need to know “organizational” or “personal” distinction.

5. Be able to recognize concept of “social capital” (may give you a picture or example and ask you to recognize the concept.)
   a. Know the two main sources of social capital (number of peers in social
network; relative position in social network). Recognize the term “brokerage.”

6. **Don’t** need to know the information from the “general notes on power” slide.
7. **Know** the two main explanations for why certain people are perceived as leaders (individual characteristics; position in social structure)
8. **Know** the skills/behaviors of emergent leaders (communicate first, more often; wider variety of influence tactics; greater perceived task competence).
9. **Don’t** need to know the personality of demographic factors that predict leadership emergence.
10. **Recognize** leadership categorization theory – may give you an example or definition, ask you to correctly identify.
11. **Know** relationship between leadership emergence and position in social structure (the more central a person is to the social network, the greater the likelihood they will be perceived as a leader.)
12. **Recognize** examples of the various leadership theories (for example, if I ask you for an example of a behavioral theory of leadership, you should be able to point out the two-factor theory).
   a. **Know** what two types of behavior are key to the “two factor” theories.
   b. **Know** what leadership substitutes theory is, but **don’t** need to know “substitutes” or “neutralizers.”
   c. **Know** cognitive resources theory, including when leader cognitive resources predict group performance, and what in what situations experience or cognitive ability will be more important.
   d. **Know** what “LMX” is (Leader-Member Exchange Theory), and what the basic idea is (quality of the interpersonal relationship between a leader and their specific subordinates **matters**.)
   e. **Know** what the characteristics of transactional and transformational leaders are. **Don’t** need to know the specific aspects of transformational leadership, or the potential downsides.

Culture and climate
1. **Be able to recognize** examples of culture versus climate. Although similar, they are different!