

Group Processes and Intergroup Relations

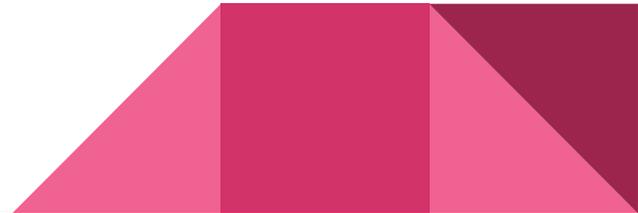
Kourtney Gorham and Myrina Rutten-James
University of Regina
EPSY 870AE: Social Bases of Behaviour

Overview of Chapter 14: Group Processes

Burnette & Forsyth, 2010, p. 495-534

1. Groups Defined
2. Types of Groups
3. Terms to Consider
4. Working and Making Decisions in Groups
5. The Why of Groups: Five Main Ideas

*“The tendency to **join with others** is perhaps the **most important** single characteristic of humans”* (Burnette & Forsyth, 210, p. 495).



Change the Group to Change the Individual



What is a Group?

“A group is **two or more individuals** who are connected by and within **social relationships**”

(Burnette & Forsyth, 2010, p. 496).

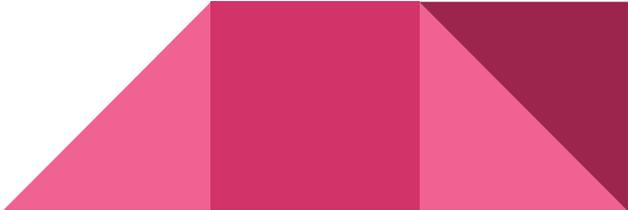
“Groups are the **key to understanding people** - why they **think, feel,** and **act** the way they do“ (Burnette &

Forsyth, 2010, p. 524).



Entitativity (Label = Group)

Entitativity: group viewed by self and others as a single entity, distinct from the individual members

1. Similarity
 2. Frequently together
 3. Shared outcomes
- 

Four Types of Groups (Forsyth, 2010)

Primary Groups

Similarity: Typically;
small group

Frequently Together:
Substantial interaction

Shared Outcome:
Important to one
another

- Families
- Friends
- Gangs

Social Groups

Similarity: Typically
Frequently Together:
Public setting
interaction

Shared Outcome:
Goal-focused for
employment or other

- Jury Group
- Study Group
- Employees

Associations

Similarity: Some;
spontaneously formed
Frequently Together: Often
brief

Shared Outcome: Weak
relationships and/or limited
interactions

- University class
- At a bus stop or
movie theatre

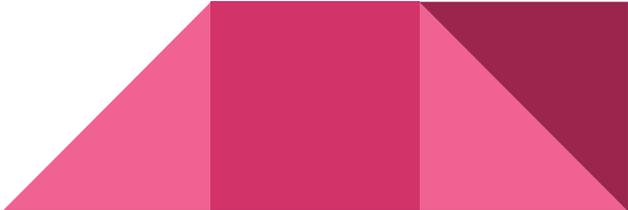
Categories

Similarity: In terms of
race, gender, ethnicity,
nationality, religion, etc.

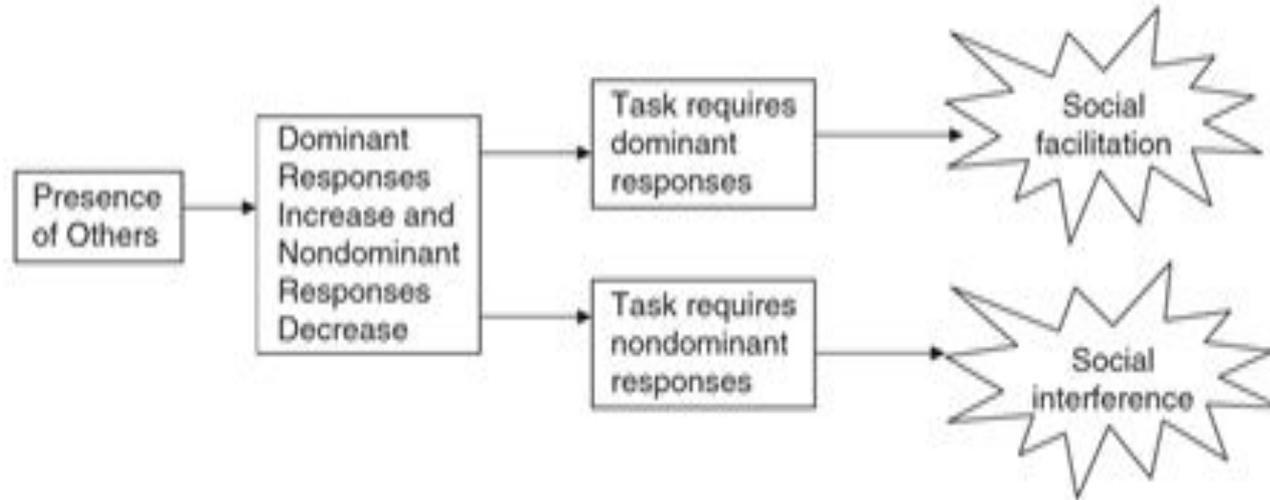
Frequently Together:
No
Shared Outcome:
Sometimes

- Women
- Catholics
- Teachers

Perspectives/Terms to Consider

- **Worldview:** **Western** (individualized-focused) or **Non-Western** (group-focused)
 - **Fundamental Attribution Error**
 - **Cognitive Dissonance**
 - **Multilevel Perspectives:** **microlevel** (individual factors), **mesolevel** (qualities of group, like size), and **macrolevel** (processes of larger collectives, like communities)
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Working in Groups

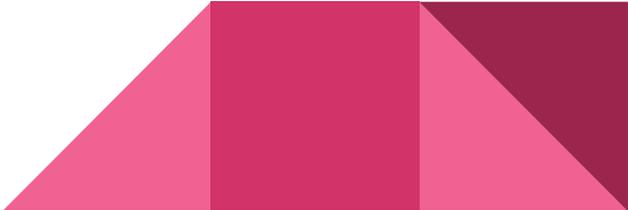


(Burnette and Forsyth, 2010, p. 514)

Social Facilitation in *Grey's Anatomy*



Making Decisions in Groups

- Groups help us to **generate ideas**.
 - The ideas generated depend on a **variety of factors**:
 - Stress
 - Time pressure
 - Ambiguity
 - Leadership style
 - Noise
 - Fatigue
 - **Polarization, shared information bias, and groupthink** can occur.
 - Groups should make efforts to limit **coming to conclusions prematurely** and correct any **errors/misperceptions**.
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Groupthink in *12 Angry Men*



Why Groups? Five Main Ideas

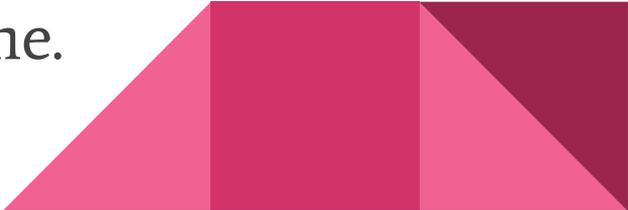
Idea #1: People **need** to be in groups.

Idea #2: Groups **transform** individual members.

Idea #3: Groups create **consistencies** among members.

Idea #4: **Leadership** and **power** is **allowed** by the members.

Idea #5: Groups/individuals **change** over time.

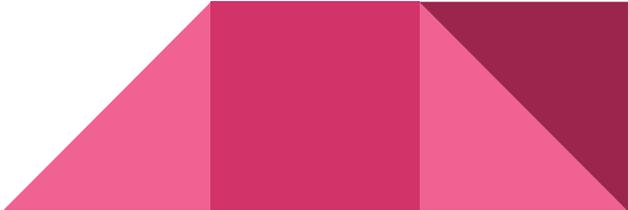


Idea #1: People need to be in groups.

- Joining a group is a **basic human need** and those who feel excluded have negative side-effects, such as aggression.
- People **need** to be in groups for:
 - **affiliation** (source of information),
 - **social identity** (self-esteem connected to group), and
 - **survival** (evolutionary benefits).



Idea #2: Groups transform individual members.

- **Social Identity Theory:** “people ascribe the characteristics of the typical group member to themselves when the group becomes central to their identity” (Hogg, 2001, quoted on p. 502).
 - We **act a certain way** both consciously and unconsciously to **fit the group** behavior.
 - We are **emotionally influenced** by those around us.
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Idea #3: Groups create consistencies among members.

- **Communication, influence,** and **attraction** become **patterned/predictable**.
 - Groups have **status networks** (hierarchical or centralized) and **sociometric relations** (shared likes, dislikes, etc.).
 - The sociometric relations are often **reciprocal**: “if person A likes B then B likes A” (Burnette & Forsyth, 2010, p. 504).
 - **Communication** follows this same attraction pattern.
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Idea #4: Leadership/power is allowed by the members.

- We pick leaders based on **specific-status** (ex. degree) and **diffuse-status** (ex. general qualities) characteristics.
 - The **power is negotiated**.
 - We allow a **specific type of leader** (instrumental qualities favored usually).
 - “Women make up only 5% of management and only 1% of upper management” (Burnette and Forsyth, 2010).
 - **Leadership styles** involve the balance of **task-oriented** and **relationship-oriented approaches**.
 - A leader may be described as a) **directive** (autocratic), b) **participatory** (democratic), or c) **laissez-faire**.
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Idea #5: Groups change over time.

Orientation/Forming

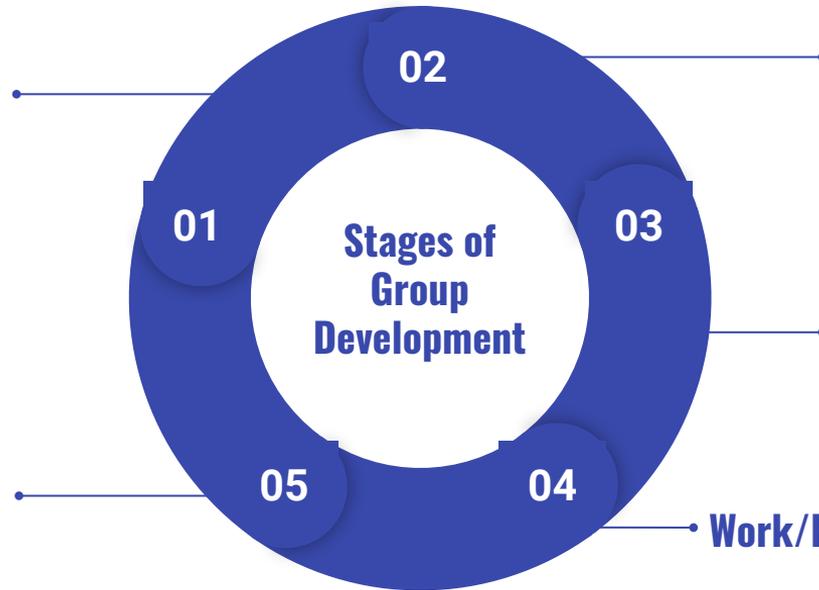
Processes: group familiarity, inclusion, accept a leader, consensus

Characteristics: polite communication, group's goals, active leader and compliant members

Dissolution/Adjourning

Processes: role termination, completion of tasks, reduced dependency

Characteristics: withdrawal, independence and emotionality, regret



Conflict/Storming

Processes: disagreement of procedures, tension, antagonise leader

Characteristics: critique ideas, poor attendance, hostility, polarization

Structure/Norming

Processes: unity and cohesiveness, roles and standards, trust and communication

Characteristics: agree on procedures, role clarity, "we" feelings

Work/Performing

Processes: goals achieved, task-focused, performance and production

Characteristics: decision making, problem solving, cooperation

Idea #5: Individuals change over time.

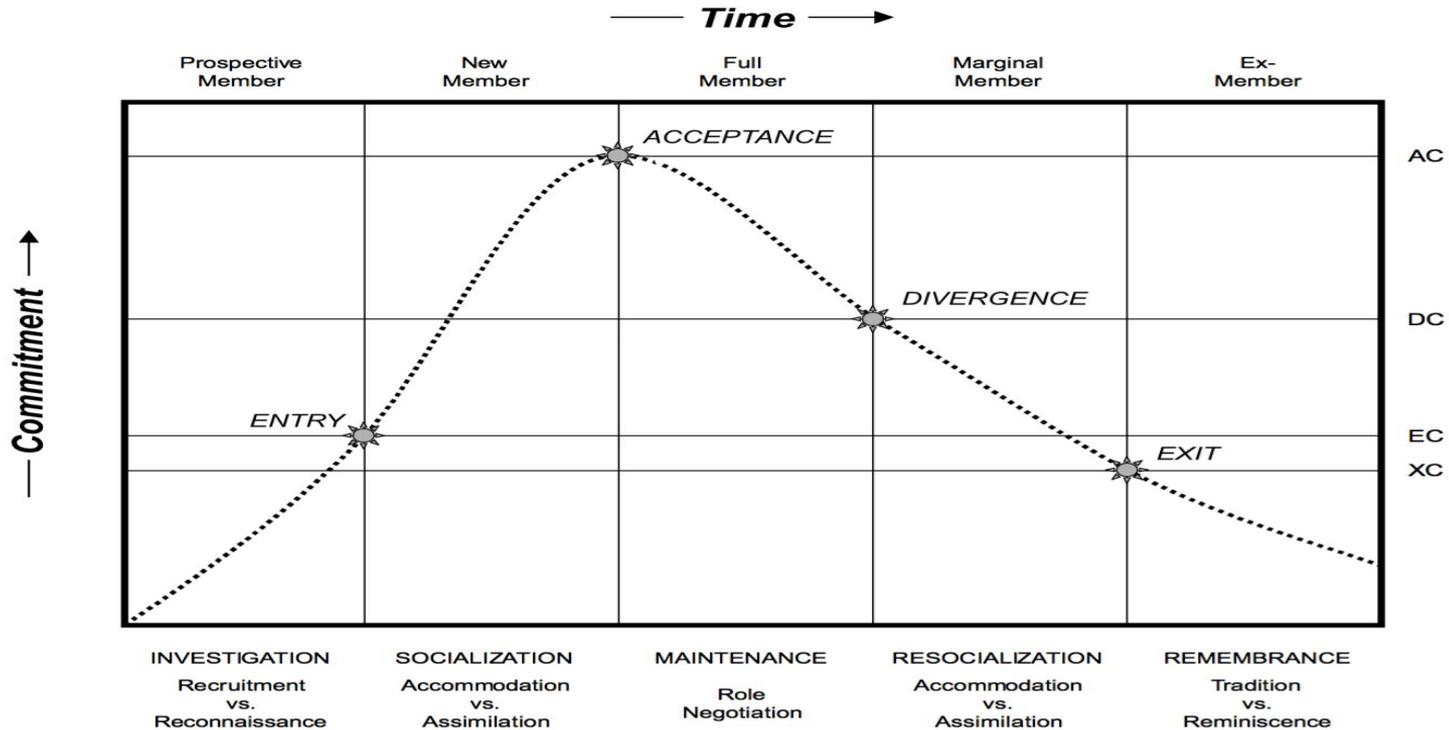


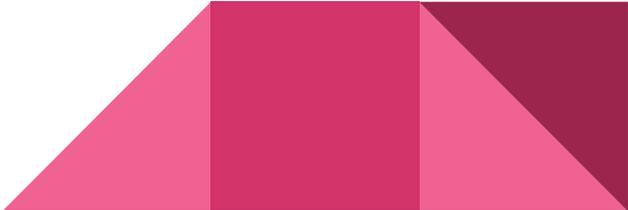
Figure 1. A general model of group socialization (Moreland & Levine, 1982).

Overview of Chapter 15: Intergroup Relations

Brewer, 2010, p. 535-571

1. Defining Intergroup Relations
2. Social Identity Theory and Intergroup Bias
3. Two Theories of Intergroup Conflict
4. What Happens in “Socially Unjust” Situations?
5. Changing Intergroup Relations: Five Models of Cooperative Contact

*“Whenever **individuals belonging to one group interact**, collectively or individually, with another group or its members in terms of their group identification, we have an instance of **intergroup behavior**”* (Sherif, 1966, p. 12).

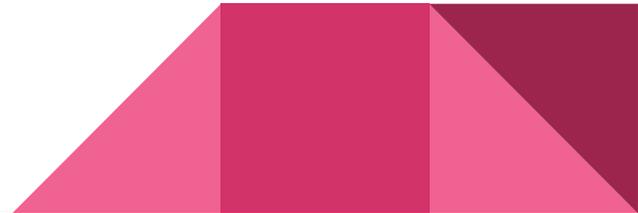


Social Identity Theory and Ingroup Bias

Social Identity: “that part of an **individual’s self-concept** which derives from his [or her] knowledge of his [or her] **membership of a social group**... together with the **value and emotional significance attached to that membership**” (Tajfel, 1981, p. 255).

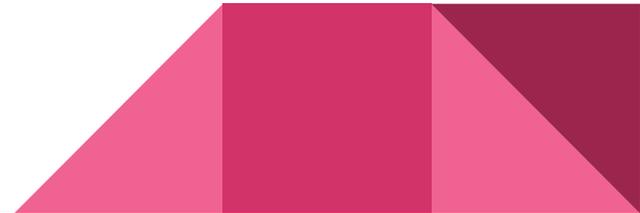
Intergroup schema principles:

1. Intergroup accentuation principle
2. Ingroup favoritism principle
3. Social competition theory



Two Theories of Intergroup Conflict

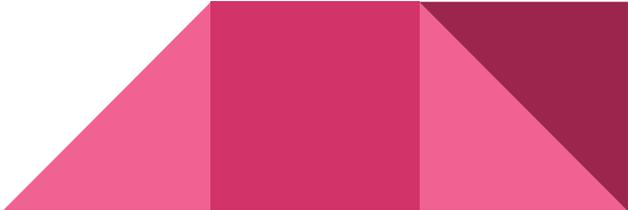
1. **Realistic Group Conflict Theory** (LeVine and Campbell, 1972; Sherif, 1966; and others)
 - Conflict derives from **competition for resources** and **power**
 - Cooperation between groups to **fulfill a common goal** helps reduce conflict (ex. Robber's Cave)
 - Sanctioned by relevant entities and group members must have **equal status** (Contact Hypothesis, Allport, 1954 as cited in Croucher, 2016)



Two Theories of Intergroup Conflict

2. Integrated Threat Theory (Croucher, 2016; Monterrubio, 2016; Stephan & Stephan, 2000)

Four Sources of Threat:

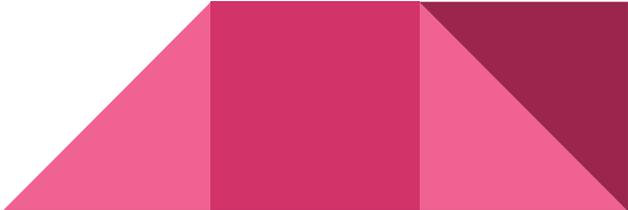
- **Realistic threats** to existence, power, jobs, resource allocation, etc.
 - **Symbolic threats** to worldview, morals, and values
 - **Intergroup anxiety** - discomfort in interactions
 - **Negative stereotypes** - beliefs about outgroup characteristics/consequences of these
- 

What happens in “socially unjust” situations?

Perceptions of being deprived or disadvantaged are classified as:

1. **Relative Deprivation** (not getting what you think you deserve)
2. **Fraternal Deprivation** (comparing between groups)

These feelings can cause lower-status group members to seek change:

- **individual mobility**
 - **social creativity**
 - **social competition** (Tajfel & Turner, 1986)
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Changing Intergroup Relations: Cooperative Contact

Contact Hypothesis (Allport, 1954)

- Segregation perpetuates negative beliefs/attitudes.
- Positive contact with the outgroup will help disconfirm beliefs and change the belief of the outgroup as a whole.

Positive contact:

- reduces intergroup anxiety
 - can be generalizable to others
 - is supported by authority
 - is cooperative
 - are positive interpersonal experiences
 - fosters social norms
 - involves equal status
- 

Five Theories of Contact Effect

1. Decategorization: The Personalization Model
 2. Recategorization: The Common Intergroup Identity Model (CIIM)
 3. Mutual Differentiation Model
 4. Hybrid Model: Nested Dual Identities
 5. Hybrid Model: Cross-Cutting Identities
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Theories of Contact Effect

“From us and them to you and me!”

1. Decategorization: The Personalization Model (Allport, 1954)



- Reduce category distinctions through opportunities to get to know outgroup members as individuals.
- Repeated contacts **reduce stereotypes** of all members.
- Forms basis of **affirmative action programs** (Sabbagh, 2011).

- Functional interdependence is **not enough** (Turner, 1981).
- Individuals **weigh negative factors more heavily** (Croucher, 2016).
- **Conflicts can increase** in certain areas (Struch & Schwartz, 1989).



Theories of Contact Effect

“From us and them to we!”

2. Recategorization: The Common Ingroup Identity Model (CIIM)

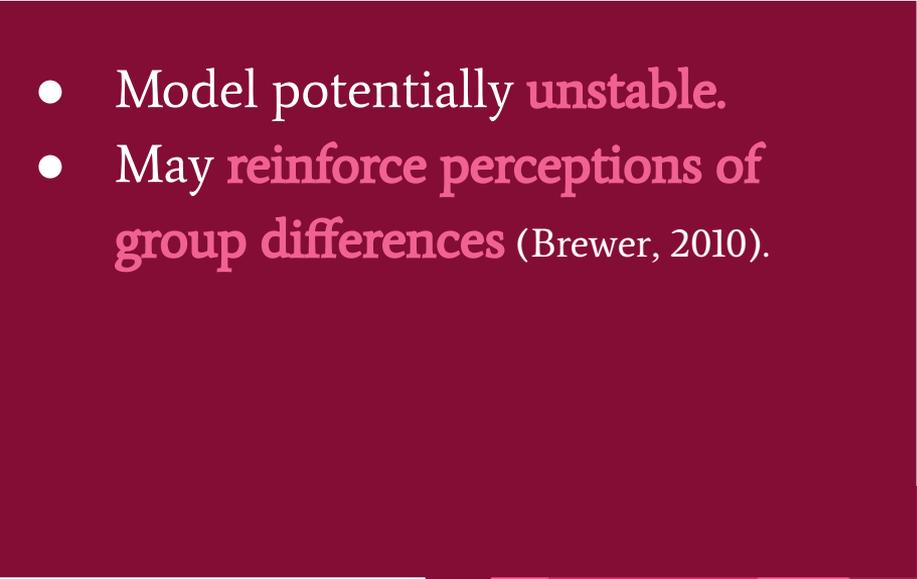
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- Does not seek to eliminate ingroup-outgroup category distinctions but **reduce salience**.
 - Creates group at a **higher level of category inclusiveness** to reduce bias and conflict; moves away from simple cooperation to **subgroups within the same group**.

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- Cognitive restructuring requires “challenges... to existing social identities... [which are] **difficult to maintain across time and social situations**” (Brewer, 2010, p.556).
 - Asymmetries in size, power or status may create resistance.

Theories of Contact Effect

3. Mutual Differentiation Model

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- Introduce **cooperation without degrading the original group categories**; distinctiveness still exists.
 - Different but complementary roles **reduces intergroup comparisons**.
 - Work towards a **common goal**.
 - **Feelings transfer** easily to group.

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- Model potentially **unstable**.
 - May **reinforce perceptions of group differences** (Brewer, 2010).

Theories of Contact Effect

4: Hybrid Model: Nested Dual Identities



- Strong ties to original group identity but see self simultaneously as also part of a superordinate identity.
- Lower intergroup affective bias if identify dually.
- Intergroup benefits may also be strong.

- Shared superordinate category may lead to issues when ingroup values are projected to superordinate group; those who differ are “deviant” (Mummendey & Wenzel, 1999).



Theories of Contact Effect

5. Hybrid Model: Cross-Cutting Identities



- Includes both **ingroup** and **outgroup social categories** that apply to members.
- **Reduces prejudice** and **increases positive attitudes** to others.
- May work together with recategorization to **reduce intergroup bias**.

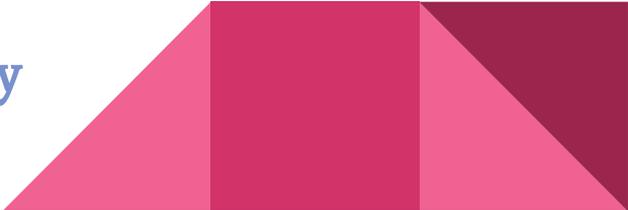
- Impacted by **identity threat**.



Theories of Contact Effect in Hybrid Models: Integration of Approaches

Hornsey & Hogg (2000) attempted to determine which hybrid model (nested dual or cross-cutting identities) resulted in greater positive feelings/interactions.

Their research results demonstrate:

- **Less bias** when participants focus on **subordinate category**.
 - **Less bias** when participants focus on **subgroup and superordinate category simultaneously**.
 - **More bias** when focused on **superordinate category (identity threat)**.
- 

Identity Threat

Identity Threat: situations that convey **implicit messages** that **group identity is devalued in a setting.**

Dual Identity as a Two-Edged Sword: Identity Threat and Minority School Performance (Baysu, Phalet, & Brown, 2011)

Subjects: Turkish Belgian students (historically disadvantaged; subjected to negative stereotyping and discrimination).

Questions: *Who will show resilience in the face of identity threat?
Under what conditions will students reduce their efforts
and disengage?*

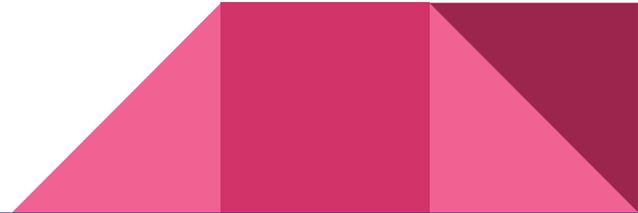


*“The **tension between differentiation and integration** must be recognized and acknowledged in any **complex social system**. **Exclusive focus on either assimilation or separation as the solution to intergroup discrimination and conflict is neither desirable nor realistic**” (Verkuyten, 2006).*

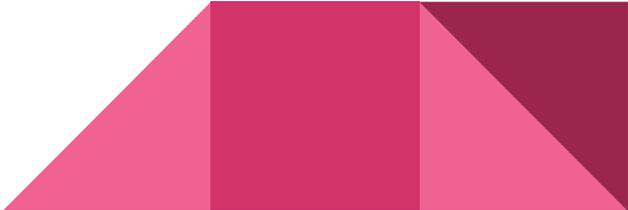


Writing Prompt

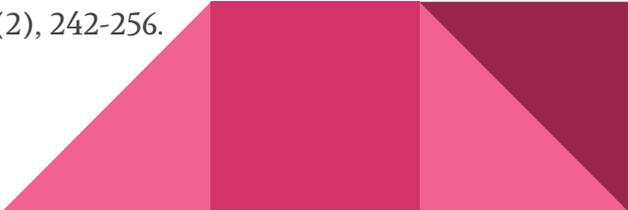
In your opinion, do affirmative action programs improve intergroup relations?



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