MODULE

9

Group Dynamics

"Teamwork is the ability to work together toward a common vision. The ability to direct individual accomplishments toward organizational objectives. It is the fuel that allows common people to attain uncommon results."

-Andrew Carnegie

Introduction

The Group Dynamics module focuses on informing students about inter/intra group interactions, while also demonstrating the role of an individual within a group. As individuals become a part of a group, they lose a certain distinction between their personal identity and their group personality, or prototype. Individuals become part of a social categorization and comparison, and require the skills of empathy and relations to successfully communicate with not only their ingroup, but also their outgroup. An absence of awareness of the feelings around them can develop the negative effects of groupthink, as individual ideas are unheard. As fitting into the social norms, groupthink becomes an underlying part of the Social Norms Theory. Developing the Social Norms Theory leads to the conclusion of Mob Mentality, as people are more inclined to become part of the social norms.

Objectives

1. Students will be able to examine how leadership emerges within a group.
2. Students will be able to discuss how individual members contribute to and are affected by a group.
3. Students will be able to distinguish between inter/intra group interactions.
4. Students will be able to understand empathy and its role within leadership.
5. Students will be able to form connections between group dynamics and society.

Agenda

1. Mob Mentality Introductory Activity
2. Social Identity Theory
3. Sociology of Ingroup vs. Outgroup
4. Empathy and Relations
5. Groupthink
6. Social Norms
7. Herd/Mob Mentality

Skills

Empathy/Relationships

Resources:
1. Empathy Definition | What Is Empathy. (n.d.). Retrieved from
   https://greatergood.berkeley.edu/topic/empathy/definition
   a. This source defines empathy is a concise (yet thorough way), tells of why it should be practiced, and how to cultivate it.
2. Wilson, D., & Conyers, M. (n.d.). 4 Proven Strategies for Teaching Empathy. Retrieved from
   https://www.edutopia.org/article/4-proven-strategies-teaching-empathy-donna-wilson-marcus-conyers
   a. This source assists in understanding how to facilitate empathy.

CORE Crash Course (CCC):
Empathy is used to describe a wide range of emotions but researchers, generally, define empathy as the ability to sense other people's emotions. As a leader empathy is important as it has been proven to reduce prejudice, racism, bullying, and aggression in schools. In particular, one study showed that students who participated in empathy training programs were half as likely to be suspended compared to students who did not participate. Managers who demonstrated empathy have employees who report to be sick less often and report higher levels of happiness! Empathy can be taught as 98% of people have to capability of empathy wired in, thus it is tangible for most people. In general, empathy reduces bias and encourages a greater group dynamic. It is also important to differentiate empathy from sympathy and apathy. Empathy boots the relationships between the leader and the follower, specifically enhancing the development in transformational leadership.
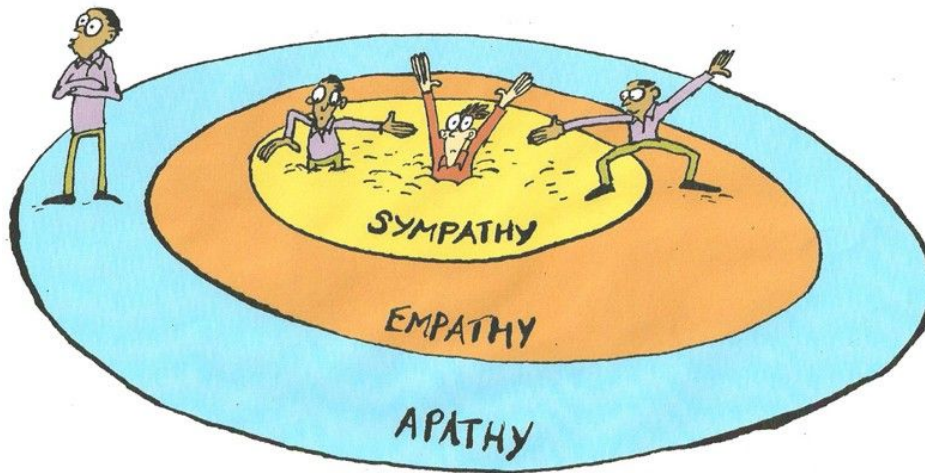
Topics

Social Identity Theory (~20 min)

Resources:

1. Hogg, Michael. A. (2001). A Social Identity Theory of Leadership. School of Psychology, University of Queensland.
   http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=EBD676F0D1BAF81B6525FC669B1456AB?doi=10.1.1.645.2816&rep=rep1&type=pdf
   a. **Background information on social identity theory of leadership**

2. Mcleod, S. (2008). Social Identity Theory. Retrieved from
   https://www.simplypsychology.org/social-identity-theory.ht
   a. **Simple Background Definition**

CORE Crash Course (CCC):
The social identity theory of leadership views leadership as a group process that arises from the social categorization and depersonalization processes associated with social identity. Prototype-based depersonalization (losing identity and becoming more like the original representation) and the behavior of followers play a critical role: They empower individuals as leaders, imbue them with charisma, create a status differential between leader(s) and followers that has some of the typical characteristics of uneven status intergroup relations, and set up conditions that are conducive to the exercise and possible abuse of power. These ideas are a potentially rich source of conceptual explorations and basic and applied empirical research into social identity and leadership. In layman's terms, Social Identity Theory builds self-esteem and a sense of who they are within individuals that join a group, while also establishing the group's social identification and creating a social comparison among different

groups. This is an intergroup focused theory, as it basis itself on the individual identity within the group, and how this identity affects the leader/follower relationship between each other.

Sociology of Ingroup vs. Outgroup (~20 min)
Resources:

Ingroup – Outgroups in sociology and psychology : Whitbourne, S. K. (2010, December 07). In-groups, out-groups, and the psychology of crowds. Retrieved August 16, 2017, from https://www.psychologytoday.com/blog/fulfillment-any-age/201012/in-groups-out-groups-and-the-psychology-crowds
Definitions of Ingroups and Outgroups:
Ingroup vs. Outgroup: Definition and Explanations. (n.d.). Retrieved from http://study.com/academy/lesson/ingroup-vs-outgroup-definition-and-explanation.html

Giles, H., & Giles, J. (n.d.). Ingroups and Outgroups. In *Sociology*(pp. 141-160).

CORE Crash Course (CCC):

Different than LMX Theory, in sociology, ingroups are a group that one personally identifies with and the outgroup is a group that one does not identify with. It could be race, gender, or religion. Individuals within their ingroup then show animosity towards other outgroup members as they associate the group's enemies as their own (ie. One group has an enemy, if you're in that group they are now your enemy too.) It could be Two sports teams or two competing schools. This also has flip side in which when competing groups (the ingroup and outgroups respectively) are pitted against a common enemy then they will be able to cooperate and do what is best for the group even if that means working with their previous enemies. An example of this would be Russian and the USA in WWII. Russia and the USA were not allies, but they joined together against a common threat, the Nazis.

Intergroup vs inter-individual interaction: intergroup interaction refers to how an individual's identity and other people's perception of that individual is based around that person's social identity. Inter-individual interaction refers to a person's identity and other people's perception of that individual based around that person's own sense of self, without influence of a group. Essentially, the main takeaway is that individuals associate the group's success and failures as their own and thus form ingroups and outgroups based on those successes and failures.

Groupthink (~20 min)
Resources:

1. C. (2014, November 11). Social Influence: Crash Course Psychology #38. Retrieved from https://www.youtube.com/watch?v=UGxGDdQnC1Y#t=0.895884 (crash course video!) play from 7:59– 8:40.
2. Cherry, K. (n.d.). Groupthink: Why We Strive for Consensus. Retrieved July 27, 2017,

from https://www.verywell.com/what-is-groupthink-2795213
    a. **Explains what groupthink is.**
3. Janis, I. L. & Mann, L. (1977). Decision making: A psychological analysis of conflict, choice, and commitment. New York: Free Press.http://www.hillconsultinggroup.org/assets/pdfs/articles/8-symptoms-group-think.pdf
    a. **Lists the 'symptoms' of groupthink (what results from groups that suffer from groupthink).**
    b. **Talks about how to avoid groupthink in a group setting.**

CORE Crash Course (CCC):

Groupthink, by definition, is : "the practice of thinking or making decisions as a group in a way that discourages creativity or individual responsibility. Groupthink is where individuals in a group develop a subconscious fear and self doubt because they have a different viewpoint or opinion than a majority of the group . Ex. during a meeting at a big company, the superior members in the group all make a decision, but a few subordinate members don't really agree. Regardless, the subordinates don't dare to disagree openly, because they are afraid that they will disrupt 'the peace' of being in harmony and agreement." Groupthink is more subconscious than Mob Mentality. Another example would be that everyone in class has one answer, but you have a different one. Even though you know that your work was right and that you tend to be good at math, you still think your answer is wrong because everyone else disagrees with you. This is where "two heads are better than one" goes awry.

Social Norm Theory

Resources:
- Lee, S. (2018, June 29). The social is a gigantic missing element in almost everything that we're doing. Retrieved July 24, 2018, from https://medium.com/foossa-files/the-social-is-a-gigantic-missing-element-in-almost-everything-that-were-doing-c9c8a09b738
  - The article describes social norm theory about halfway through, but the introductory half is also exceptionally useful

- Norm, deviant, and diffuse. (n.d.). Retrieved from https://ghouse.org/2016/10/01/greenhouse-introduces-original-framework/
  - This article has a neat visual about how change spreads throughout a community and shows that there is some international interest in this theory.

Core Crash Course (CCC):

Social Norms Theory is a multipartite theory that describes the nature and formation of social norms, the implicit understandings in society that govern, curtail, or enable individual actions. SNT realizes seven key traits about social norms:

- Actions are often based on misinformation about or misperceptions of others' attitudes and/or behavior.

- When misperceptions are defined or perceived as real, they have real consequences.
- Individuals passively accept misperceptions rather than actively intervening to change them, hiding from others their true perceptions, feelings, or beliefs.
- The effects of misperceptions are self-perpetuating because they discourage the expression of opinions and actions that are falsely believed to be nonconforming while encouraging problem behaviors that are falsely believed to be normative.
- Appropriate information about the actual norm will encourage individuals to express those beliefs that are consistent with the true, healthier norm, and inhibit problem behaviors that are inconsistent with it.
- Individuals who do not personally engage in the problematic behavior may contribute to the problem by the way in which they talk about the behavior. Misperceptions thus function to strengthen beliefs and values that the "carriers of the misperception" do not themselves hold and contribute to the climate that encourages problem behavior.
- For a norm to be perpetuated it is not necessary for the majority to believe it, but only for the majority to believe that the majority believes it.

SNT then goes on to say that ideas from the society form norms, but when misconceptions work their way into this formulation, harmful results from these norms arise. In order to refute these norms, first one must recognize the norm responsible, creating deviation that resolves the issue, and then utilizing the seven key traits of social norms in order to "diffuse" the deviation across the populace, affecting change throughout a group.

Accountability, Agency, and Herd/Mob Mentality (~20 min)

Resources:
1. (n.d.). Retrieved July 26, 2017, from
   http://source.southuniversity.edu/examining-the-mob-mentality-31395.aspx
   a. **This is a good rundown of the specifics of mob mentality**
2. How Riots Work. (2011, July 12). Retrieved July 26, 2017, from
   http://people.howstuffworks.com/riot3.htm
   a. **This link talks more specifically about riots and their mentalities.**

CORE Crash Course (CCC):
Herd/Mob mentality is essentially the idea that a person is heavily influenced by their peers to adopt certain behaviors. This includes mob mentality, which allows for riots and mobs to form since individual accountability decreases as the size of a group increases. Members in a group make an active choice to do what the group is doing, but they do not have to take entire responsibility for their actions. The activity should cover how students can maintain accountability within a group and increase their awareness.

References

1. **Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon. (http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf)**
   a. Provides a list of action verbs that can be used when writing objectives.
2. **Hogg, Michael. A. (2001). A Social Identity Theory of Leadership. School of Psychology, University of Queensland.**
   a. Background information on social identity theory of leadership
   b. http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=EBD676F0D1BAF81B6525FC669B1456AB?doi=10.1.1.645.2816&rep=rep1&type=pdf

3. **University of Oklahoma., & Sherif, M. (1961). Intergroup conflict and cooperation: The Robbers Cave experiment. Norman: University Book Exchange.**
   a. **http://uwf.edu/svodanov/AS/Sherif-Group-Conflict.pdf**

4. **http://courses.aiu.edu/GROUP%20DYNAMICS/2/GROUP%20DYNAMICS%20-%20SESSION%202.pdf**
   a. **Brief info on intra, inter, social identity**

5. **How a Leader emerges (Scientific)**
   a. https://www.ncbi.nlm.nih.gov/pubmed/25831535

6. **A bunch of theories on Group Dynamics**
   a. https://prezi.com/lziouy43a4v7/roles-including-leadership-group-dynamics/