

Groups, relationships and intergroup processes

Supported GRE teaching and original transfer practice

Identify the evidence

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Predict group-performance effects from task and identifiability

Use the overview measurement lesson VI for research inference.

Concepts 1

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Groups change performance. Social facilitation: the presence of others strengthens dominant responses, helping well-learned tasks and hurting novel ones. Social loafing: effort falls when individual contributions are unidentifiable. Groupthink: cohesive groups under pressure suppress dissent and reach poor decisions; deindividuation: anonymity in a crowd lowers self-restraint.

Attraction is predicted first by propinquity — physical or functional proximity, as in making friends on the same dorm floor — then similarity and reciprocal liking; mere exposure breeds familiarity-based liking. Social exchange theory reads relationships as outcomes minus costs against a comparison level; interdependence analyses use each partner's payoff structure.

Concepts 2

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Separate the intergroup trio: stereotypes are beliefs about groups, prejudice is evaluative affect, discrimination is behaviour. The minimal-group paradigm shows in-group favouritism from arbitrary assignment alone; realistic conflict theory ties hostility to competition over resources; the contact hypothesis reduces prejudice under equal status, common goals and cooperative contact, not mere exposure.

The bystander effect: help falls as witnesses increase, through diffusion of responsibility and pluralistic ignorance (each reads others' calm as no emergency). Aggression research links frustration to aggression and shows how residual arousal (excitation transfer) can escalate conflict; altruism is helped by clear identification of a single victim.

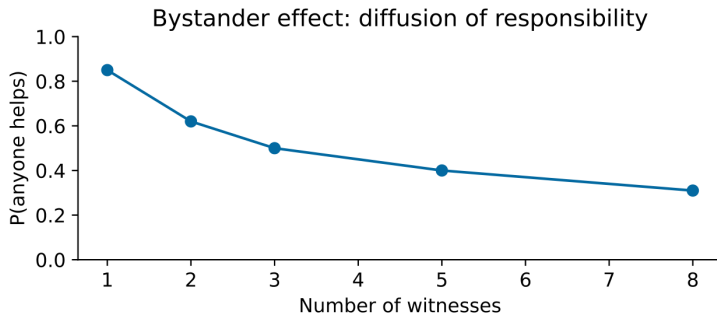
Reason through the worked case

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Several witnesses wait because each thinks another will call for help. Name the mechanism and distinguish it from believing no help is needed.

Expecting someone else to act fits diffusion of responsibility. Interpreting everyone else's calm as evidence there is no emergency fits pluralistic ignorance. The case needs their accounts or an appropriate manipulation to distinguish mechanisms; mere group size does not establish either.

Read the reviewed representation



Original schematic for Groups, relationships and intergroup processes. Illustrative relationships and numbers are not research results.

Attempt an unfamiliar case

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A group makes a more extreme decision after discussion. Give evidence needed to identify polarization and one alternative process.

Pause and write the explanation before continuing.

Check the transfer argument

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Measure initial individual positions and compare the final group/individual positions on the same scale. A shift further in the initially preferred direction fits polarization. If dissent was suppressed to maintain agreement, groupthink may also be relevant, but extremity alone does not establish it. Record decision procedures and contrary evidence considered.

Accept a different explanation when its evidence and limits are justified.

Limit the conclusion

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Writing stereotype, prejudice and discrimination as synonyms, or promising that any contact fixes prejudice; contact works under conditions, not by default.

Original classroom cases are not official questions or personal clinical advice.

Check yourself

Independent retrieval

Individual effort falls in a larger group. What comparison distinguishes social loafing from a coordination loss?

Write your reasoning before comparing it with the methods and limits taught in this lesson.