

# INFLUENCE:

## Perspectives and what drives social behaviours:

### Sociocultural:

-forces in larger social group  
ex: norms, fads, social class,  
and ethnic identity.

### Evolutionary:

-genetic predispositions that  
promoted our ancestors survival and  
reproduction  
ex: bond between parent and child

### Social Learning:

-classically conditioned preferences,  
habits rewarded by others  
ex: imitation of behaviour we have seen  
in others

### Social Cognitive:

-what we pay attention to; how we  
interpret and judge social situations,  
what we retrieve memory from

## Social Influence:

- A change in behaviour caused by real or imagined pressure from others

### Conformity:

- Changing one's behaviour to match the responses or actions of others(not necessarily due to pressure)

### Compliance:

- Changing one's behaviour in response to a direct request

#### The "Foot-in-the-Door" Technique

- a technique which increases compliance with a large request by first getting compliance with a smaller, related request

-ex: people are first asked to wear a tiny button supporting a worthy cause, later they are asked to put a billboard on their lawn

### Obedience:

- Changing one's behaviour in response to a directive from an authority figure

## Asch's Research:

- Group Influence

Conclusion: people faced with strong group consensus sometimes go along even though they think the others may be wrong.

## **Cialdini Study:**

- Cialdini used participant observation to study influence techniques used by successful compliance pros:

Participant observation: research approach in which the researcher infiltrates the setting of interest to examine it from within

These observations suggested six widely used and successful influence principles:

- **Reciprocation**: I helped you cheat, so you have to help me next time
- **Commitment/Consistency**: hooking someone in so it's harder to back out. A ring, every day until the wedding it's harder to back out and say no
- **Authority**: authority people recommend/advertise something. 8 out of 10 people use Colgate, therefore you should!
- **Social Validation**: going along with what everyone else is doing. Ex: joining a line because it's long so it must be good
- **Scarcity**: saying things are limited edition, ex: if you call in the next 5 minutes, you'll get not 1, not 2 but 3 free pairs of boots
- **Liking/Friendship**: bonding, making connections, ex: small talk, compliments

## **Obedience:**

### **Milgram's Shocking Procedure:**

-When people were asked to shock a guy with a heart condition and the doctor tells participants to keep going even though at "intense shock" the man is asking to be let out and is very agitated, and then at silence, still 75% people kept shocking the man. Over 60% went all the way to the end of the shocking machine. This is an example of **following authority figures (the doctor)**

### **Authority:**

- Authority figures can be very influential because they are often experts
- Following their directions can provide a shortcut to choosing correctly

#### Expert Power:

-the capacity to influence that flows from one's presumed wisdom or knowledge

Social Validation:

- using other people's choices to check whether a choice is correct or not
- people frequently look to the behaviour of similar others for social validation
- the larger the number of people performing the behaviour, the more persuasive it is
- ex: if 10 people say the answer is D, then that "must" be the answer

## **Uncertainty:**

-In uncertain situations, people tend to rely on information provided by others

## **Consensus and Similarity:**

-We are especially likely to follow the behavior of others when:

-there is strong consensus among the others

ex: a large group all agrees that the shorter line is the longest one

## **Uncertainty and the Desire for Accuracy:**

-Robert Baron, Joseph Vandello, Bethany Brunzman asked students to choose a criminal suspect from a line

-Some saw the picture so quickly it was hard to be certain about their conclusions.

-Other had ample time to be certain

-When were participants were certain, motivation to be accurate decreased conformity

## **Social Norms: Codes of Conduct:**

-Descriptive norms: describes the perception of other's behaviour

-Injunctive norms: perceptions of what behaviors are typically approved or disapproved

ex: it is inappropriate to wear a bathing suit to most classes

-Norm of reciprocity: social rule that requires us to repay others with the form of behavior they have given us

-The foot-in-the-door technique which works by asking for a large favour and then retreating to a smaller favour, the second request is typically accepted because the concession seems like a favor; this technique capitalizes on the reciprocity norm.

### Desire for Approval:

-Certain individuals are very concerned with social approval and seem highly motivated to gain the respect of those around them

-Researches have found that these individuals tend to adopt the voice of patterns of interaction partners

Collective Sense of self:

-**individualists:** define themselves in personal and individualized terms, focusing on the features that distinguish them from others, ex: I am a tall bassoon player

-**collectivists:** define themselves in terms of the groups to which they belong, ex: I'm a Lutheran family man

### Resistance:

- certain factors cause people to resist social influence
- disrupt-then-reframe technique: a tactic that operates to increase compliance by disrupting one's initial, resistance-laden view of a request and quickly reframing the request in more favorable terms

### **Reactance theory:**

- theory that we react against threats to our freedoms by reasserting those freedoms, often by doing the opposite of what we are being pressured to do

### **Others' Appeal:**

- We are more likely to "go along to get along" when the person attempting to influence us is appealing due to:

- physical attractiveness(good looking fundraisers generated 42% vs 23%)
- shared group membership(I'm a student, too" doubles donations from students)

### **Who's Strong Enough to Resist Strong Group Norms?**

- even strong group norms(ex: about drinking or smoking) may not influence a person's behaviour if:

- the person believes he or she has the ability to resist group norms
- the person doesn't identify strongly with the group(I'm not a student, so you can't influence me)

### **Commitment-Initiating Tactics: \*\*know examples for exam**

**Foot in the door:** first step: gain compliance with small request

- second step is to make a related, larger request

**The Low-Ball Technique:** first step: get an agreement to a specific arrangement

- second: change the terms of agreement

**Bait and Switch Technique:** first step: advertising crazy good deals

- second: once customer is in the store, they suggest the more \$\$ one

**Labelling Technique:** first step: "you're generous" : motivates person to act consistent to self image, or: "only a jerk would abandon this poor old dog" aka, trying to get person to avoid abandoning the dog

- second step: seek compliance with a label-consistent request, ex: because you're generous...can you donate?

### **Harnessing Existing Commitments:**

- certain commitments reside within a person in the form of existing values
- marketers who create links between our personal values and their products will likely have us as long-term customers
- cults often connect their messages to prevalent personal values(ex: peace, justice, spiritual growth)

### **Active and Public Commitments:**

- one way people perceive and define themselves is through an examination of their actions
- like active commitments, public commitments, especially when freely chosen, lead to consistent future behaviour because they alter self-image

### **Group Behaviour:**

- group: two or more people who influence each other
- collections of individuals become increasingly group like when they:
  - are interdependent
  - share a common identity
  - have a group structure

### **Mere Presence of Others and Social Facilitation:**

- in 1897, Norman Triplett noticed that bicycle racers always turned in better times in competition than alone.

### **Active and Public Commitments:**

- one way people come to perceive and define themselves is through an examination of their actions
- like active commitments, **public commitments** especially when freely chosen, lead to **consistent future behaviour** because they alter self-image.
- ex: if I tell everyone I know that I'll lose 5 pounds by January, I am more likely to actually lose it than if I just told it to myself or wrote it down.

### Groups as Dynamic Systems: The Emergence of Norms:

- dynamical system: a system(eg, group) made up of many interacting elements(eg people) that changes and evolves over time

### Real Groups:

- real groups(eg: sororities) are distinguished from aggregations(eg: crowds of strangers on the street) by:
  - interdependence: groups members need each other to reach shared goals
  - group Identity: individuals perceive themselves as belongings

### Group structure:

- roles: are expectations held by group members for how members in particular positions ought to behave , ex: a president is expected to make decisions and guide discussion at weekly

meetings.

Real groups have hierarchy:

-ranking of group members by their power and influence over other members

ex: a sorority pledge is lower than the president

Cohesiveness:

-strength of bonds among group members

-enjoyment of one another's company

-commitment to the group's task

-if you like each other,, you're more likely to work together

Why do people belong to groups?

-to get things done

-to make accurate decisions

-to gain positions of leadership

Social Loafing:

-reducing one's personal efforts when in a group

and this can be limited by:

-making personal efforts identifiable

-making the task clear and meaningful

-increasing cohesiveness

Expectations:

-people join groups when they believe that they would fail on their own

-in one study, men expected to compete on the following:

-stereotypically masculine tasks(changing oil or fixing a shed)

-stereotypically feminine tasks(naming flowers)

Who Should Be in the Group?

-personality of the group member should match type of task, ex: prudent and conforming individuals make better secretaries than arts

-teams usually require at least one person who is ambitious, one who is creative, and one who is cooperative

Group Polarization:

-when group discussion leads members to make decisions that are more extremely on the side of the issue that the group initially favored

Directive Leadership: the leader tells everyone else what to do

Interpersonal Cohesiveness: you like each other within the group, thus you want to get along

Isolation from Outside Influences: no other ideas are allowed in, ex: cult

Transformation Leadership:

-leadership that changes motivations outlooks, and behaviours of followers, enabling group to better reach its goals

Intellectual Stimulation: creates an openness to new ways of thinking

Inspirational Motivation: sets an example for others to strive for, presents an optimistic view of the future

Individual Consideration: recognizes individual strengths and weaknesses, support everyone's efforts

Groupthink: style of decision making where there is a greater desire to get along and agree rather than entertain all of the options

more likely when there is:

-directive leadership

### **Deviance:**

-the sociological view of deviance:

-acts or attributes that depart in an undesirable way from a group's norms and evoke negative reactions from the social group

-sociologists would say that a deviant identity is not a direct result of deviant behaviours or attributes, rather deviance is socially constructed

### Two Different Views of Deviance:

#### **1. Absolutist view:**

-Deviance is an natural quality in the nature of an act or attribute

-acts are inherently good or bad

-deviance exists even without judgement from a group

-deviance is an objective standard-applicable in all times and circumstances

Assumptions of the absolutist view:

-people who commit deviant acts, or are different

- social control efforts are the reactions to acts that violate norms

#### **2. Relativist view:**

-Believe that standards of mortality or normalcy are not independent of socially created rules and judgements

-Believe that definitions of right/wrong, normal/abnormal vary across time and place

-The judgement of an act as deviant depends on the evaluating group's perspective.

The Social construction of deviance and labeling theory:

-symbolic interactionists don't try to explain: "why certain people engage in deviance?"

Instead, interactionists explain:

"how deviance is produced by the creation and application of rules?"

"who makes these rules?"

"how, when and why do they apply or enforce them?"

-Howard S Becker emphasizes the labeling of acts or attributes that violate a groups social norms, rather than the actual nature of the acts or attributes

### **-Deviance is constructed through 4 social processes:**

-Banning: rule creation, and rule enforcement

Rule creation: a person or group influence a majority that something needs to be banned and when people accept that this act is deviant, norms and laws are created to control it

Rule Enforcement: once the rule creators are successful in getting a deviant act banned, the rule enforcers make sure this is observed, ex: the police

-Detection: one must be recognized as a rule breaker. Certain attributes make individuals more likely to be recognized as deviant

eg: physical or mental impairments

-This can lead to stigma (social devaluation), people with stigmatized traits are more likely to be labeled as deviant as they are already seen in an 'undesirable way'

-Attribution: trying to figure out what caused the rule violation

-make inferences about the motivation, or reasons that underlie the act...accident? forced? Freely chosen?

-when people are labeled as deviant they will often try to resist or avoid the label

-normalization(passing, covering)

-passing-trying to pass as normal, and conceal their stigmatized identity

-Reaction: many deviant acts or attributes are unnoticed

-for an act to be reacted to generally:

-violates widely agreed upon rules

-people believe the reaction will do some good

-people think the one that is deviant has not participated in appropriate corrective work

Effects of social reaction:

-objective consequences: negative labels and sanctions

-subjective consequences: how the person labeled as deviant thinks of themselves

-often, when people are defined as deviant, their other identities fade and the deviant identity overrides all other attributes

### The Rosenhan Experiment

-Remember: these people do not have a mental disorder

-length of hospitalization ranged from 7-52 days

- they were discharged with the diagnosis of schizophrenia: in remission
- sanity was detected by other patients in the institutions, but not by the staff
- behaviours that the pseudo-patients exhibited during their stay were interpreted in terms of their relationship to the diagnosis

## **Final Exam Review:**

Dec12 @ noon, SRC – C

### **Influence**

- What is social influence?
  - change in behaviour caused by real or imagined pressure by others

#### Types of Influence (3)

1. Conformity
  - changing one's behaviour to match the responses/actions of others
  - when we are more certain, were less likely to conform
2. Compliance
  - changing behaviour in response to a direct request
3. Obedience
  - changing ones behaviour in response to a direct order from authority figure

#### Influence Principles(6):

1. Reciprocation: feel like you owe them
2. Commitment/consistency: feel compelled to see it through to the end
3. Authority: popular or expert opinion
4. Social Validation: because others recommend it eg: buying iphone
5. Scarcity: reflects a short time or limited edition offer
6. Liking/Friendship- offer compliments and emphasize similarities to create connection

#### Techniques to Influence others:

1. Foot in the door: gain targets compliance with small request then make a bigger request  
ex: ask to wear a political pin...then ask for a sign in the front yard
2. Low-ball tactic: asking someone to agree to specific agreement then change the terms of the arrangement  
ex: car salesman, you agree to buy but to get power windows and locks it costs extra
3. Bait and switch: gets people to commit to a specific course of action, accept deal they would have dismissed  
ex: boxing day flyer offers cheap printer but it doesn't exist
4. Labeling tactic: activates a favorable self image  
ex: telling someone they're pretty and generous and then asking for \$5.00

5. Door in the face: ask for something BIG knowing it will be refused and then retreat to a small request

ex: mom I need \$500, says no so you ask for \$50

### How to Resist Social Influence

-if you believe you can resist; don't identify with the group

-disrupt-then-reframe: is when you increase compliance by quickly reframing your request in a better way before they refuse

-reactance theory: is when somebody takes away your freedom and that one freedom then appears a lot more attractive to you

ex: if your parents don't allow you to buy or have a car, then you will want a car that much more now that they've taken away that freedom

### **Deviance:**

#### What is deviance?

-acts or attributes that depart in an undesirable way from a group's norms and evoke negative reactions from the social group

#### **Two types of deviance:**

1. Absolutist: acts/people are objectively good/bad: group consensus is not needed
2. Relativist: what's right/wrong depends on the group perspective; varies by time and place

#### **Deviance steps:**

-banning: rule creation and enforcement

-detection: recognizing when rules are broken (more public/more recognition)

-attribution: figuring out what caused the violation (accident?)

-reaction: when is deviance reacted to?

#### 3 ways to resist deviance label:

Normalization: passing, covering, insulating

Neutralization: accepting the label but trying to explain why you shouldn't be considered deviant, ex: I didn't mean to hurt anyone, but yes I did it

Destigmatization: changing something from being seen as deviant to be considered normal

The label of deviance: lasting consequences, and becomes a master label (how you see yourself), and can lead to a lot of other consequences

Essay: some broad course themes/theories

-inseparability of self and society (inner lives/social worlds)

- mutual/reciprocal influence in interaction
- interpretation/context and definition of the situation matter
- identity and rules
- social construction/socialization