



## Social Process & Relationship

Week 14 PAD 042 Tutorial

## Topic-in-focus

1. Group
2. Social facilitation vs social inhibition
3. 3 kinds of Group behaviors
  - Conformity 從眾
  - Social roles 社會角色
  - Obedience 服從
4. Role play

## Social Process and Relationship

- Study the **power of social situations** in influencing individual **behavior**
- 了解與解釋個體的思想、感覺、行為是如何受到**他人的影響**

## Interpersonal and group perspectives

### What is Group (團體)?

- 由一群會**互相互動**的人所組成
- 與**collective**的區分
  - 一群人**共同從事**某些事情，但**缺乏互動**
  - 看球賽的人(**collective**)；球隊的成員(**group**)
- 功能：完成事情；處理成員間的關係

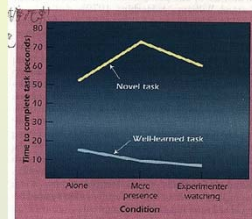
## Social Facilitation/Inhibition-1

- 社會助長：**有人在你旁邊**的時候，你的**表現**就會特別好
  - 賽跑，習泳，補習
- 社會抑制：**有人在注意你**的時候，你的**表現**就會比較不好
  - 演講，作文，默書
- Robert Zajonc提出：他人的出現對於**熟練**的反應是社會助長；對於**新學習**的反應是社會**抑制** 新舊老師 / 課程

## Social Facilitation/Inhibition-2

- 以演奏家為例
  - **新的樂曲**：指揮的出現會**抑制**其行為
  - **熟練的樂曲**：指揮的出現會**助長**其行為
  - **想想看你自己的經驗**

FIGURE 15-1  
SOCIAL FACILITATION: According to Robert Zajonc's theory of social facilitation, the mere presence of other people causes arousal. Arousal then facilitates well-learned behavior but inhibits poorly or newly-learned behavior. (After Schmitt, Gilovich, Goore, & Joseph, 1986)



## 3 kinds of Group behaviors

### 1. Conformity 從眾

### 2. Social roles 社會角色

### 3. Obedience 服從



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## Conformity 從眾

- Conformity is **yielding to group pressure** to act like others even when no direct request has been made.



- 群體自殺行為的出現
- **從眾(conformity)**: 個體在**社會壓力**下棄守己見，與團體成員表現一樣的行為(Asch, 1955)



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## 影響從眾的因素：

1. **團體人數的多寡**：3至4人的團體從眾最容易發生
2. **團體的凝聚力**
3. **熟悉度**：會因不同的議題而有不同的反應；整體來說，愈**不熟悉**的議題從眾行為愈明顯
4. **社會地位**：中層度社會地位的人較高或低者從眾；高的人自認處於較高的地位，所以無需從眾；低的人覺得沒希望，所以不必從眾
5. **文化**：群體主義的社會有較多的從眾行為
6. **完全無異議的團體**：在Asch的研究中，若是有一位實驗者的同夥回答正確的答案，將大大降低從眾行為



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## Compliance 順從

- **順從**：個體為了自身利益或避免懲罰，**屈從他人**的行為
  - 你有沒有買過一些你根本不想買的東西，只是因為推銷員太厲害了呢？
- 所謂的他人有可能是同儕或是權威者



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## What is the difference between conformity and compliance?

- Compliance is a form of Conformity, i.e. Conformity is the big umbrella and compliance is under it.
- The only difference is **conformity** refers to a phenomenon in which the **social pressure** is more **subtle** or **indirect** whereas **compliance** involves a more **obvious** and **direct** social pressure.



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## Social Role 社會角色

- An **expected behaviour** in a given individual social status and social position.
- Give examples of what expected behaviour do you have in various social contexts (family, school, part-time job...)



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## Obedience 服從

- Direct influence by **authority figures**
  - 服從(obedience)：個體因擁有**權力者**的命令而加調整行為(Milgram, 1974)
    - 希特勒怎樣讓一些德國人屠殺猶太人？
    - 六四天安門事件中中國士兵怎會開槍鎮壓學生？
- **Obedience**

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## Group Work

- Apply these three kind of group behaviors (conformity 從眾, social roles 社會角色, obedience 服從) in your daily life.
- Think of one real life example for each group behavior
- Present your examples in class

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# The end

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## Compliance-2

一些讓別人對你順從的策略

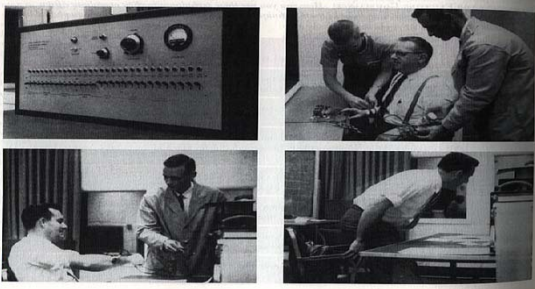
- Justification：為自己提出的請求進行辯護
- Reciprocity：互惠，給別人一些好處，別人也會給你一些好處
- Low-ball：先讓對方看到答應後的好處，等到答應後再放出後面的附加代價
- Foot-in-the-door：腳在門欄內，從小請求到大請求
- Door-in-the-face：先提出很大的要求，被拒絕後再減低要求
- That's-not-all：先提出請求，在對方還在思考的同時再放出一些東西，讓對方更好答應
- Hard-to-get：讓對方知道你所提供的一切是很難得到的

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## Obedience-1

Milgram的實驗

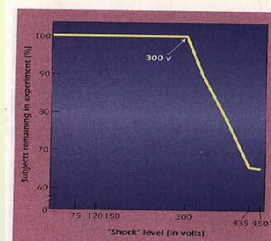
**FIGURE 15-5**  
**THE SHOCKING TREATMENT OF MR. WALLACE.** At the upper left is the voltmeter used by Stanley Milgram's participants for delivering shocks to Mr. Wallace. On the upper right is Mr. Wallace, pictured here as he was being strapped into the chair where he was expected to receive the shocks administered by Milgram's participants. Milgram's participants believed that Mr. Wallace was unable to escape the shocks that the participants were administering. The bottom two photos show a participant being instructed by the experimenter to continue administering shocks (bottom left) and refusing to continue (bottom right), an unfortunately rare occurrence. (After Milgram, 1974)



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## Obedience-2

- 重點在於服從，而非電擊
- 人們會服從的原因
  - Foot-in-the-door
  - 對權威者的尊重
- 實驗道德的議題



**FIGURE 15-6**  
**MILGRAM'S BASELINE RESULTS ON VOLTAGE LEVELS** To Stanley Milgram's great surprise, not one participant stopped administering shocks prior to the reported level of 300 volts, and on averaging 65% of participants administered the maximum level of shock. (After Milgram, 1963)

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