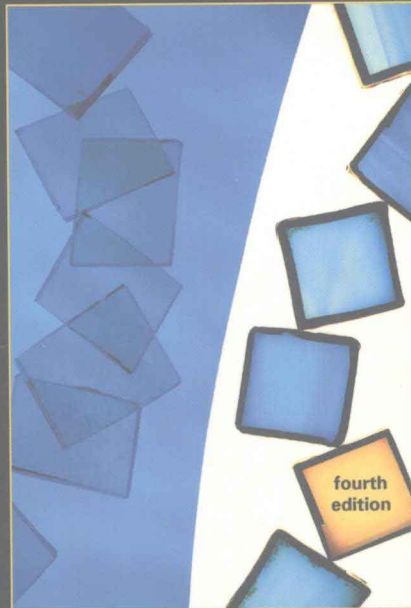


INTERNATIONAL STUDENT EDITION

GROUP DYNAMICS



Donelson R. Forsyth


Not for Sale in the
United States

FOURTH
EDITION

GROUP DYNAMICS

Donelson R. Forsyth

University of Richmond

THOMSON
 TM
WADSWORTH

Australia • Canada • Mexico • Singapore • Spain
United Kingdom • United States

Group Dynamics, Fourth Edition
Donelson R. Forsyth

Acquisitions Editor: Michele Sordi
Assistant Editor: Jennifer Wilkinson
Editorial Assistant: Jessica Kim
Technology Project Manager: Erik Fortier
Marketing Manager: Chris Caldeira
Marketing Assistant: Nicole Morinon
Advertising Project Manager: Tami Strang
Project Manager, Editorial Production: Emily Smith
Art Director: Vernon Boes
Print/Media Buyer: Rebecca Cross/Karen Hunt

© 2006 Thomson Wadsworth, a part of The Thomson Corporation. Thomson, the Star logo, and Wadsworth are trademarks used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including photocopying, recording, taping, Web distribution, information storage and retrieval systems, or in any other manner—without the written permission of the publisher.

Printed in the United States of America
1 2 3 4 5 6 7 09 08 07 06 05

For more information about our products, contact us at:
Thomson Learning Academic Resource Center
1-800-423-0563

For permission to use material from this text or product, submit a request online at <http://www.thomsonrights.com>.
Any additional questions about permissions can be submitted by email to thomsonrights@thomson.com.

*ExamView** and *ExamView Pro** are registered trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. Used herein under license.

© 2006 Thomson Learning, Inc. All Rights Reserved.
Thomson Learning WebTutor™ is a trademark of Thomson Learning, Inc.

Library of Congress Control Number: 2004113632

Student Edition: ISBN 0-534-36822-0

Instructor's Edition: ISBN 0-495-00813-3

International Student Edition: ISBN 0-495-00729-3
(Not for sale in the United States)

Permissions Editor: Sarah Harkrader
Production Service: G&S Book Services
Text Designer: John Edeen
Copy Editor: Jan Six
Illustrator: G&S Book Services
Compositor: G&S Book Services
Cover Designer: Denise Davidson
Cover Image: Blue and Yellow Squares ©
Royalty-Free/CORBIS
Text and Cover Printer: Phoenix Color Corp

Thomson Higher Education
10 Davis Drive
Belmont, CA 94002-3098
USA

Asia (including India)
Thomson Learning
5 Shenton Way
#01-01 UIC Building
Singapore 068808

Australia/New Zealand
Thomson Learning Australia
102 Dodds Street
Southbank, Victoria 3006
Australia

Canada
Thomson Nelson
1120 Birchmount Road
Toronto, Ontario M1K 5G4
Canada

UK/Europe/Middle East/Africa
Thomson Learning
High Holborn House
50–51 Bedford Road
London WC1R 4LR
United Kingdom

Latin America
Thomson Learning
Seneca, 53
Colonia Polanco
11560 Mexico
D.F. Mexico

Spain (including Portugal)
Thomson Paraninfo
Calle Magallanes, 25
28015 Madrid, Spain

PREFACE

Why study groups? Why learn about the processes that unfold in interacting, dynamic groups? Why study theories that explain these processes? Why extend these theories to explain more and more about groups? Because groups are important.

On a *psychological level*, individuals' actions, thoughts, and emotions cannot be understood without taking into consideration the groups they belong to and the groups that surround them. Human behavior is so often group behavior that people cannot be studied in isolation, away from their families, friendship cliques, work groups, and so on. Groups also have a profound impact on individuals; groups shape actions, thoughts, and feelings.

On a *sociological level*, all kinds of societies—hunting/gathering, horticultural, pastoral, industrial, and postindustrial—are defined by the characteristics of the small groups that compose them. Societal forces, such as traditions, values, and norms, do not reach directly to individuals, but instead work through the groups to which each individual belongs.

On a *practical level*, much of the world's work is done by groups, so by understanding groups we move toward making them more efficient. If we want to improve productivity in a factory, problem solving in a boardroom, or learning in the classroom, we must understand groups. Groups, too, hold the key to solving such societal problems as racism, sexism, and international conflict. Any attempt to change society will succeed only if the groups within that society change.

Finally, on a *personal level*, you spend your entire life surrounded by and embedded in groups. Through membership in groups, you define and confirm your values and beliefs and take on or refine a social identity. When you face uncertain situations, in groups, you gain reassuring information about your problems and security in companionship. In groups, you learn about relations with others, the type of impressions you make on others, and the way you can relate with others more effectively. Groups influence us in consequential ways, so we ignore their influence at our own risk.

OVERVIEW

This book serves as an introduction to the theories, studies, and empirical findings pertinent to groups. As a primer rather than an encyclopedia, *Group Dynamics* seeks one basic goal: to inventory the results of scientific explorations of

the nature of groups. It achieves this goal by integrating, whenever possible, theory and research, basic science and application, classic and contemporary work, and psychological and sociological analyses of groups.

Theory and Research

The text reviews hundreds of empirical studies of group processes, but most studies extend our *theoretical* understanding of groups. This emphasis on theory-grounded knowledge sometimes means that less central but nonetheless interesting topics are slighted, but whenever possible, the curious reader is referred to other sources for additional information.

Basic and Applied Science

Group dynamics appeals both to theoretically minded, basic research scientists and to applications-oriented individuals who work with groups in industrial, organizational, educational, judiciary, and therapeutic contexts. We take as given, however, Kurt Lewin's dictum, "There is nothing so practical as a good theory." Lewin argued against the traditional distinction between basic and applied science by suggesting that scientific understanding will occur most rapidly if researchers and individuals with applied interests work together to understand groups.

Classic and Contemporary Topics

Our current understanding of groups was shaped by the work of Kurt Lewin and many other scholars of the 19th and 20th centuries. The text concentrates on topics that lie at the heart of contemporary group dynamics, but classic analyses of groups are integrated with current topics to achieve a historically grounded overview.

Psychology, Sociology, and Other Social Sciences

No one discipline holds the exclusive rights to the study of groups. Scientists in such fields as psychology, sociology, social psychology, anthropology, communication, political science, business, education, and psychiatry examine the nature of groups, and whenever possible, the text integrates these perspectives to build an interdisciplinary analysis of group behavior.

FEATURES

Every attempt has been made to create a textbook that teaches group dynamics rather than one that simply exposes the student to basic principles and research findings. The 16 chapters progress from basic issues and processes to the analysis

of more specialized topics, but this order is somewhat arbitrary, and many may prefer a different sequence.

Terms, Glossary, and Names

Key terms are presented in boldface type, and they are defined at the bottom of the page where they are first mentioned. Citations are given in the style of the American Psychological Association, and usually include investigators' last names and the date of the publication of the research report or book. When a researcher or theorist is first named in the text, his or her first and last names are included whenever possible.

Outlines, Summaries, and Readings

The first page of each chapter asks several questions examined in that chapter, and also outlines the chapter's contents. Each chapter uses three levels of headings. The primary headings are printed in all capitals, the secondary headings are printed in capital and lowercase letters, and the tertiary headings begin individual paragraphs. Each chapter also ends with a concise summary and a list of sources to consult for more information.

Focuses

Each chapter includes one or more boxed inserts that examine an empirical, theoretical, or practical aspect of groups. These boxes focus on key themes that are woven through the book, such as the impact of computer-mediated communications on group interaction and the differences between men and women when in groups.

Cases

Chapters 3 to 16 use case studies to illustrate and integrate the chapter's contents. The chapter on group formation, for example, focuses on the impressionists, and the chapter dealing with group influence highlights a jury in a murder trial. All the cases are or were real groups rather than hypothetical ones, and the incidents described are documented events that occurred within the group.

CHANGES FROM THE THIRD EDITION

I revised this book because the field of group dynamics has changed dramatically since the third edition was published in 1999. The first three editions of this book were written in a time of steady growth of the field, as investigators and theorists gradually augmented our stock of knowledge pertaining to groups. But in the last

5 years, the amount and quality of research in the field has increased dramatically. Group researchers throughout the social sciences have introduced new topics, new issues, and new methods to the study of groups, and this new edition seeks to integrate this new work with the existing corpus of knowledge pertaining to groups.

This book has matured with each edition, but this edition retains many features of earlier editions, including the heavy emphasis on research findings and the attention to work in a variety of fields. The core topics that I review also remain unchanged from earlier editions, although the order and depth of some treatments have changed. This edition, for example, provides expanded coverage of the impact of technology on groups and social identity processes. It also includes analyses of specific types of groups, such as work groups, teams, and adolescent peer groups. I also shifted the chapters around, primarily based on feedback from people who have strong views on how the material should be sequenced. The two chapters on group conflict (intragroup and intergroup), for example, are now contiguous. Throughout this edition, I sought to improve the consistency in level of analysis by not dipping too deeply into one topic while skimming lightly over another.

Some of these changes were made only reluctantly. The book is heavily referenced, and I have added hundreds of citations to work from the new millennium. But to make space for these new citations, I had to let go of some older references. I also replaced four of the case studies with new ones, but I had a hard time saying goodbye to such groups as the Disney team and Sealab. To balance the loss, boxed inserts, used in the second edition, have returned to this edition. Perhaps boxes will appear only in even-numbered editions. To make room for more content, I also deleted the activities that appeared in the third edition. They are available online, linked to the Group Dynamics Resource Page. I will also post additional resources, including teaching resources, at that site.

To review the chapter-by-chapter changes briefly:

- Chapter 1, Introduction to Group Dynamics, examines the nature of groups and the field's basic paradigm. In earlier editions, I used summaries of the cases examined in the book to introduce readers to the types of groups to be reviewed, but in this edition, I instead review taxonomic analyses of groups.
- Chapter 2, Studying Groups, describes the basic measurement methods and designs that researchers use to test their hypotheses about groups. New to this edition is a more thorough analysis of qualitative methods and the travails associated with studying groups rather than individuals.
- Chapter 3, The Individual and the Group, examines the basic functions of social groups for individual members. I updated this very active area of theory and research by including additional material on ostracism and exclusion, collectivism–individualism, and social identity theory. The chapter's case considers the way C. P. Ellis's life changed as he joined new groups and left others behind.
- Chapter 4, Formation, is bolstered by new material on individual differences in tendencies to join groups, particularly introversion–extraversion

and attachment approaches. The birth of the impressionists is an intriguing case study, at least for those who admire their work.

- Chapter 5, Cohesion and Development, provides a multilevel analysis of group cohesion and applies this concept to explaining team processes. I included more material from groups in organizational settings, and the case study is the 1980 U.S. Olympic Hockey Team. This chapter was Chapter 6 in the previous edition.
- Chapter 6, Structure, describes the tendency of relationships among group members to become organized and predictable. In addition to the analysis of roles, norms, and intermember relations (status, attraction, and communication), group socialization processes are now discussed in this chapter. The case study was not changed, although I omitted some grim details pertaining to the cannibalistic practices of the young men stranded in the Andes.
- Chapter 7, Influence, examines conformity and minority influence, augmented with material pertaining to personality and situational factors that affect rates of conformity, diffusion of responsibility, social pressures in computer-based groups, and jury decision making. The Corona trial is retained as the case study. Newer cases were considered, but none could compete with Victor Villaseñor's (1977) account of this group.
- Chapter 8, Power, still uses Stanley Milgram's studies of obedience to provide the central focus for this chapter, but newer work on reactions to power, changes in powerholders, and power dynamics in bona fide groups (e.g., bullying in children's groups) is also discussed. The chapter's case study, the People's Temple, illuminates stronger forms of social influence.
- Chapter 9, Performance, reviews four basic aspects of group performance—social facilitation, social motivation (social loafing), social combination, and social creativity. Researchers in all these areas continue to pour out new findings, and the chapter integrates them with classic viewpoints such as Robert Zajonc's analyses of social influence and Ivan Steiner's model of group combination. The chapter's case, one of the groups from the seminal Western Electric series, still provides the backdrop for more contemporary studies of loafing, social facilitation of eating behavior, synergistic gains, and so on.
- Chapter 10, Decision Making, uses a collective information-processing model to explain how groups make decisions. Work on group memory, information sharing, and cognitive biases is added to more traditional reviews of group polarization and groupthink. The chapter's case, President Kennedy's Bay of Pigs planners, may be the most studied political advisory group in history.
- Chapter 11, Leadership, uses the first woman to be hired as the CEO of Hewlett-Packard, Carleton ("Carly") Fiorina, as the model of a charismatic, highly capable leader. This chapter follows the chapters on group performance to reflect the greater emphasis on the leader's impact on productivity rather than as a source of social influence.

- Chapter 12, Conflict, has moved to this location in the book to be adjacent to Chapter 13's analysis of intergroup conflict. This chapter was extensively revised in the previous edition and is fine-tuned in this revision. The Steve Jobs vs. John Sculley conflict at Apple Computer is this chapter's case.
- Chapter 13, Intergroup Relations, still uses the classic Robbers Cave Experiment to illustrate factors that influence conflict between groups. New work dealing with the causes of international conflict is added, as are more recent analyses that have reaffirmed the value of contact for reducing intergroup conflict.
- Chapter 14, Groups in Context, is renamed to illustrate the enlarged view adopted in this chapter's review of the relationship between the environment and group behavior. Sealab, used in previous editions as the chapter's case, moved aside to permit the analysis of a more easily visualized group—the crew of Apollo 13. Many of the topics in this chapter are currently not as heavily researched, but this lack of recent work may be due to the fact that previous studies were of such quality that they answered many of the most basic questions about groups and their physical setting.
- Chapter 15, Groups and Change, reviews various means of achieving personal change through membership in groups, with increasing attention to support groups and other nonprofessionally mediated approaches to adjustment. The chapter's case is an interpersonal psychotherapeutic group that illustrates the many curative factors that operate in groups.
- Chapter 16, Crowds and Collective Behavior, considers larger groups and more geographically dispersed aggregates, updated to deal with studies of contagion in groups, imitation, and fast-moving social trends. The large crowd of people that panicked when entering a show by The Who remains a relevant case, for even though the band is old, such disturbances still regularly plague rock concerts. This chapter is moved to the end of the book because it provides a fitting endpoint for the study of groups and their dynamics.

After surveying recent developments in the field of group dynamics, I cannot resist offering an optimistic prediction about its future. This optimism is based, in part, on the field's record of achievement—the outstanding methodological, statistical, and theoretical advances made by those who study groups. Judging from the sheer quantity of new work on groups, groups must be the hot topic in many disciplines, and this revision strives to communicate this excitement to its newest initiates. This optimism is also based on societal developments that have changed the way people live and work in groups. Societies that were once viewed as mere collections of individuals are gradually being transformed into cultures that embrace a more collectivistic orientation. Corporations continue to evolve into multinational organizations, and with that global perspective has come increased interest in harnessing the power of groups for productive purposes. As society adjusts to a more technological and united world, and as the

economic success of countries springs from group decisions and work team efforts, understanding groups and their dynamics will become increasingly relevant, practical, and important.

ACKNOWLEDGMENTS

Most things in this world are accomplished by groups rather than by single individuals working alone. This book is no exception. Although I am personally responsible for the ideas presented in this book, many colleagues have also provided me with indispensable comments and suggestions, including Gordon Abra, California State University, Long Beach; Scott Allison, University of Richmond; Russ J. Andaloro, University of Arizona; Thomasina Borkman, George Mason University; Barbara B. Bunker, State University of New York, Buffalo; James Michael Burke, Virginia Commonwealth University; Wynne DuBray, California State University, Sacramento; David Dryden Henningsen, Northern Illinois University; Mark Leary, Wake Forest University; Glenn Littlepage, Middle Tennessee State University; Karen Lohn, University of Minnesota, Duluth; Richard Moreland, University of Pittsburgh; John L. Vohs, University of California, Davis; and Suzan Waller, University of Central Oklahoma.

But groups, as well as individuals, helped with the project. My classes at Virginia Commonwealth University provided me with the opportunity to refine my presentation of the materials, for my students were all too eager to give me feedback about ambiguities and weaknesses. I particularly appreciate the inputs from my undergraduate Group Dynamics class of Spring 2004, who suffered through online drafts of this edition (see Chapter 12's analysis of conflict in groups). The graduate students and faculty of the Social Psychology Division of Virginia Commonwealth University provided me with many opportunities to share my conceptualizations about groups and their processes through classes, colloquia, and informal discussions (see Chapter 5 for an analysis of small, cohesive teams). My colleagues in the department also provided me with many opportunities to experience group dynamics in vivo (for a discussion of intergroup conflict, see Chapter 13). The members of the production teams at Wadsworth, including senior editor Michele Sordi, and at G&S Book Services, including production coordinator Gretchen Otto, also deserve special thanks for their capable efforts, as does Jan Six, copyeditor. They succeeded in transforming my words and sketchy diagrams into a final product, undoubtedly by working together closely in small-group settings (see Chapter 10). Finally, my most important group—my family—deserves my special acknowledgement, for they provided me with substantial social support throughout the process (see Chapter 15's analysis of support groups). They personify the socioemotional, relational perspective that counterbalances my task-oriented, production-focused orientation. So I offer my boundless gratitude to Claire, our son David, our daughter Rachel, and Carmen (the family dog).

BRIEF CONTENTS

PREFACE xvi

1 INTRODUCTION TO GROUP DYNAMICS 1

2 STUDYING GROUPS 33

3 THE INDIVIDUAL AND THE GROUP 65

CASE STUDY

C. P. Ellis: From Klan Member to Enlightened Humanitarian 66

4 FORMATION 101

CASE STUDY

The Impressionists: The Group that Redefined Beauty 102

5 COHESION AND DEVELOPMENT 135

CASE STUDY

The U.S. Olympic Hockey Team: Miracle Makers 136

6 STRUCTURE 169

CASE STUDY

Andes Survivors: One Group's Triumph over Extraordinary Adversity 170

7 INFLUENCE 205

CASE STUDY

The Corona Trial Jury: The Group as Arbiter of Justice 206

8 POWER 249

CASE STUDY

The People's Temple: The Metamorphic Effects of Power 250

9

PERFORMANCE 285

CASE STUDY

The Relay Test Room: Enhancing Productivity Through Teamwork 286

10

DECISION MAKING 325

CASE STUDY

The Bay of Pigs Planners: Disastrous Decisions and Groupthink 326

11

LEADERSHIP 371

CASE STUDY

Carly Fiorina: Transforming Groups Through Leadership 372

12

CONFLICT 409

CASE STUDY

Jobs Versus Sculley: When Group Members Turn Against Each Other 410

13

INTERGROUP RELATIONS 447

CASE STUDY

The Rattlers and the Eagles: Group Against Group 448

14

GROUPS IN CONTEXT 485

CASE STUDY

Apollo 13: The Group that Lost the Moon 486

15

GROUPS AND CHANGE 523

CASE STUDY

The Therapy Group: Groups as Interpersonal Resources 524

16

CROWDS AND COLLECTIVE BEHAVIOR 555

CASE STUDY

The Who Concert Stampede: A Crowd Gone Mad? 556

REFERENCES 589

NAME INDEX 659

SUBJECT INDEX 674

CONTENTS

PREFACE xvi

1

INTRODUCTION TO GROUP DYNAMICS 1

WHAT IS A GROUP? 2

Defining Groups 2

Classifying Groups 5

Describing Groups 10

FOCUS 1-1: When Does a Group *Look* Like a Group? 15

Groups Are Dynamic 16

THE NATURE OF GROUP DYNAMICS 16

Orienting Assumptions 17

FOCUS 1-2: Are Groups Good or Bad? 24

Contemporary Group Dynamics 24

Group Dynamics Is Dynamic 28

Summary in Outline 30

For More Information 31

Media Resources 32

2

STUDYING GROUPS 33

MEASUREMENT IN GROUP DYNAMICS 34

Observational Techniques 35

Self-Report Measures 40

FOCUS 2-1: What Dimensions Structure Group Interaction? 41

TESTING HYPOTHESES: RESEARCH DESIGNS 45

Case Studies 45

Experimentation 47

Nonexperimental Designs 49

FOCUS 2-2: Are Groups Harder to Study Than Individuals? 52

Selecting a Research Design 53

THEORIES IN GROUP DYNAMICS 53

Motivational Models 54

Behavioral Approaches 55

Systems Theories 56

Cognitive Approaches 58

Biological Models 59

Selecting a Theory 60

Summary in Outline 60

For More Information 62

Media Resources 63

3

THE INDIVIDUAL AND THE GROUP 65

CASE STUDY

C. P. Ellis: From Klan Member to Enlightened Humanitarian 66

FROM ISOLATION TO BELONGING 66

Alone or Together 66

FOCUS 3-1: Does Cyber-Rejection Hurt as Much as Face-to-Face Rejection? 71

The Need to Belong 73

FROM INDIVIDUALISM TO COLLECTIVISM 76

Characteristics of Collectivism 76

Collectivism Across Cultures 81

FOCUS 3-2: Do Only Individualists Strive for High Self-Esteem? 83

Collectivism Across Groups 84

Collectivism Across People 85

FROM PERSONAL IDENTITY TO SOCIAL IDENTITY 88

Social Identity Theory 88

Self and Social Identity 91

FOCUS 3-3: Can Social Identity Theory Explain Sports Fans? 94

Summary in Outline 97

For More Information 99

Media Resources 100

4**FORMATION 101****CASE STUDY****The Impressionists: The Group that Redefined Beauty 102****JOINING GROUPS 102**

Personality 103

FOCUS 4-1: Are Extraverts Happier than Introverts? 104

Social Motivation 105

Experience and Preference 107

Social Anxiety and Shyness 107

Attachment Style 109

Men, Women, and Groups 110

GROUP AFFILIATION 111

Social Comparison 111

FOCUS 4-2: How Do People React to Others' Triumphs and Tragedies? 116

Social Support 116

Collaboration 120

GROUP ATTRACTION 123

Interpersonal Attraction and Group Formation 123

FOCUS 4-3: Why Join a Gang? 124

The Economics of Membership 130

*Summary in Outline 132**For More Information 133**Media Resources 134***5****COHESION AND DEVELOPMENT 135****CASE STUDY****The U.S. Olympic Hockey Team: Miracle Makers 136****THE NATURE OF GROUP COHESION 136**

Cohesion Is Attraction 137

Cohesion Is Unity 138

FOCUS 5-1: Hazing: Do Initiations Create Cohesion? 140

Cohesion Is Teamwork 141

What Is Group Cohesion? 143

COHESION AND COMMITMENT OVER TIME 145

Stages of Group Development 146

Cycles of Group Development 151

CONSEQUENCES OF COHESION	152
Member Satisfaction and Adjustment	153
Group Dynamics and Influence	154
Group Productivity	154
FOCUS 5-2: Does Stress Lead to a Loss of Team Perspective?	157
COHESION AT WORK: TEAMS	159
Teams in Organizations	159
Building Teams in Organizations	161
Are Teams Effective?	165
<i>Summary in Outline</i>	166
<i>For More Information</i>	168
<i>Media Resources</i>	168

6

STRUCTURE 169

CASE STUDY

Andes Survivors: One Group's Triumph over Extraordinary Adversity	170
-------------------------------------------------------------------	-----

NORMS 170

The Development of Norms	172
The Transmission of Norms	173

FOCUS 6-1: Do Eating Disorders Run in Groups?	175
-----------------------------------------------	-----

ROLES 176

Role Differentiation	177
Group Socialization	180
Roles, Stress, and Well-Being	183

INTERMEMBER RELATIONS 186

Status Relations	187
------------------	-----

FOCUS 6-2: Do Online Groups Allocate Status More Fairly than Face-to-Face Groups?	192
-----------------------------------------------------------------------------------	-----

Attraction Relations	193
Communication Relations	197
The Ties That Bind	202

<i>Summary in Outline</i>	202
---------------------------	-----

<i>For More Information</i>	204
-----------------------------	-----

<i>Media Resources</i>	204
------------------------	-----

7

INFLUENCE 205**CASE STUDY****The Corona Trial Jury: The Group as Arbiter of Justice 206****MAJORITY INFLUENCE: THE POWER OF THE MANY 208**

Majority Influence 208

Limits to Majority Influence 215

MINORITY INFLUENCE: THE POWER OF THE FEW 220

Minority Influence 220

FOCUS 7-1: Are Pressures to Conform Minimized in Groups that Interact via Computers? 221

Influence as Social Impact 225

SOURCES OF GROUP INFLUENCE 227

Informational Influence 229

Normative Influence 231

FOCUS 7-2: Why Are Groups Less Helpful than Individuals? 232

Interpersonal Influence 234

APPLICATION: UNDERSTANDING JURIES 237

Jury Dynamics 238

How Effective Are Juries? 240

Improving Juries 242

*Summary in Outline 244**For More Information 247**Media Resources 247*

8

POWER 249**CASE STUDY****The People's Temple: The Metamorphic Effects of Power 250****OBEDIENCE TO AUTHORITY 251**

The Milgram Experiments 251

Did They Obey? Milgram's Findings 253

The Power of the Milgram Situation 256

POWER IN GROUPS 257**FOCUS 8-1: How Strong Are Pressures to Obey in the Cockpit? 258**

Bases of Power 259

FOCUS 8-2: Bullying: A Harmless Phase or Coercive Abuse? 261

Power Processes 265