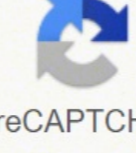


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Herd Behavior, the "Penguin Effect," and the Suppression of Informational Diffusion: An Analysis of Informational Externalities and Payoff Interdependence.

by Jay Pil Choi, *RAND Journal of Economics*, Autumn 1997.  
**I. Introduction**

Some economic activities that produce payoff-relevant information as a byproduct:

1. The quantity sold that results from a certain price
2. The quality of a drug.
3. Learning-by-doing production produces information about the learning process and thereby affects the efficiency of future production.

What happens if the payoff of an individual is affected significantly by the actions of others?

This paper addresses this phenomenon (informational spillover) in the context of irreversible technology choice with network externalities.

**Assumptions:**  
 (these will apply throughout the entire paper except where noted)  
 There are 2 new technologies available for adoption.  
 No one knows what a technology's value is until one person adopts it, and then everybody knows.  
 (Each individual can only adopt one technology; it cannot change its technology once it has adopted something)

**First case (bottom of p108)**  
 Suppose there are 100 people (P1, P2, ... P100), and 2 technologies: A and B.

P1 chooses A → The value of A ( $V_A$ ) is known.  
 Consider P2's dilemma:  
 What does P2 know about the value of B ( $V_B$ )?  
 If P2 knows (or strongly suspects) that  $V_B > V_A$ , he should choose B.  
 What if P2 does not know anything about  $V_B$ ?  
 His information is only that P1 chose A, and so he will choose A also.  
 "Thus B may never be adopted by anybody, and a bandwagon for A can develop almost preemptively."  
 People adopt the strategy "Let someone else be the guinea pig."  
 Nobody experiments with the new technology.  
 Even for risk-neutral users, there is a bias in the first choice toward a safer technology.  
 Individually optimal behavior is socially suboptimal.

The example of modems:

## Quizlet Chapter 5: Questions: Opening Communication

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<b>Action Key Points and Practice of Questions</b>	<ul style="list-style-type: none"> <li>All</li> <li>Value of Questions</li> <li>Open Questions</li> <li>Closed Questions</li> <li>"What Else?" Questions</li> <li>Promoting Client Elaboration</li> <li>The Negative Approach</li> <li>The Positive Approach</li> <li>Multiple Applications of Questions</li> <li>Multifaceted Issues</li> </ul>	<ul style="list-style-type: none"> <li>Examples of open questions that aim for comprehensiveness and specifics might be</li> <li>Multiple questions</li> <li>Open Questions</li> <li>Questions as statements</li> <li>Search for Concrete Specifics</li> <li>To help the session start again and keep it moving, ask an open question on a topic the client presented earlier in the session.</li> <li>Types of Questions</li> </ul>	<ul style="list-style-type: none"> <li>"Could you give me a specific example of ...?"</li> <li>"What do you mean by ...?"</li> <li>Communication from the interviewer needs to be concise and easy for the client to understand.</li> <li>Another form of bombardment, throwing out too many questions at once, may confuse clients. However, it may enable clients to select which question they prefer to answer.</li> <li>Open questions often begin with who, what, when, where, or why. Closed questions may start with do, is, or are. Closed, yes, or no questions are considered open but have the advantage of being somewhat closed, giving more power to the client, who can more easily say that he or she doesn't want to respond.</li> <li>Some interviewers may use questions as a way to sell their own point of view. If you are going to make a statement, do not frame it as a question. "Don't you think it would be helpful if you studied more?" vs. "What occurs to you as you think about improving your grades?"</li> <li>If your client is talking in very general terms and is hard to understand, it often helps to ask questions from the antecedent-behavior-consequence (ABC) pattern. "Could you tell me more about that?" "How did you feel when that happened?" "Given what you've said, what would be your ideal solution?" "What might we have missed so far?" "What else comes to your mind?"</li> <li>Open</li> <li>Can't be answered in a few words. Facilitate deeper exploration of client issues.</li> <li>Typically begin with what, how, why, or how/should.</li> <li>Closed</li> <li>Enable you to obtain specifics and can be answered in a few words.</li> <li>Often begin with is, are, or do.</li> </ul>
<b>The antecedent-behavior-consequence-thoughts-emotions (ABCDE) framework provides a comprehensive picture of the client's experience.</b>	<ul style="list-style-type: none"> <li>Antecedent: Draw out the linear sequence of the story.</li> <li>Behavior: Focus on observable concrete actions.</li> <li>Consequence: Help the client see the result of an event.</li> <li>Thoughts: Relating to thoughts and cognitions (epistemic cortex, SAP executive system).</li> <li>Emotions: Relating to emotional regulation involving the limbic system and hormonal impact on the brain and body.</li> </ul>		
<b>Awareness, Knowledge, and Skills: Questions for Results</b>	<ul style="list-style-type: none"> <li>Empathy requires that you understand specifically what your client is saying.</li> <li>Concreteness is key in empathic understanding. Seek specifics and avoid vague generalities.</li> <li>Coaches and therapists are interested in specific feelings, thoughts, and examples of actions.</li> </ul>		
<b>Bombardment/lighting</b>	<ul style="list-style-type: none"> <li>Too many questions may give too much control to the interviewer and may put clients on the defensive.</li> </ul>		
<b>Build Trust of the Client's Pace</b>	<ul style="list-style-type: none"> <li>A central issue with hesitant clients is trust. Trust building and rapport need to come first, and your own natural openness and social skills are essential.</li> </ul>		
<b>Closed Questions</b>	<ul style="list-style-type: none"> <li>Closed questions may start with do, is, or are.</li> </ul>		

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## CONFORMITY

by CommonLit Staff • 2014

FONT SIZE

Conformity is the act of matching one's beliefs or actions to the norms of a larger social group. Norms are the usually unspoken rules that govern the attitudes and behavior of a group of people. People can conform to norms unconsciously or because of overt peer pressure; either way, the drive to conform to group norms is a powerful force in most people's lives. As you read, take notes on what drives people to conform, and what the outcome of conformity can be.

[1] Conformity or acting the way most other people in one's social group act, often grows out of a person's desire for security and belonging in a group—usually a group of similar ages, culture, religion, or educational background. Acting differently from the group carries the risk of social rejection, a deep fear that many people have. The drive to conform is often particularly powerful for adolescents, for whom acceptance by peers can be a primary goal, but it also affects people of all ages. Some studies suggest that conformity decreases with age. (1)



"There Is a Herd" by Dale Phelps is licensed under CC BY-NC-ND 2.0.

Although the word often has a negative connotation, conformity is not necessarily a bad thing. The tendency of people to conform helps society to function smoothly in many ways. Following rules for driving, for example, enables safe transportation. The tendency of people to follow norms of interpersonal interaction enables effective communication and collaboration.

### QUESTIONS

Guiding Assessment Discussion

Question 1 of 3

Conformity...

- A worsens as people age into full adults.
- B only affects adults struggling to belong.
- C is not wanting to belong to a group.
- D is acting a certain way to fit into a group.

Harrison placed his big hands on the girl's tiny waist, letting her sense the weightlessness that would soon be hers.

And then, in an explosion of joy and grace, into the air they sprang! Not only were the laws of the land abandoned, but the law of gravity and the laws of motion as well.

They reeled, whirled, swiveled, flounced, capered, gamboled, and spun.

They leaped like deer on the moon.

The studio ceiling was thirty feet high, but each leap brought the dancers nearer to it.

It became their obvious intention to kiss the ceiling. They kissed it.

And then, neutralizing gravity with love and pure will, they remained suspended in air inches below the ceiling, and they kissed each other for a long, long time.

It was then that Diana Moon Glampers, the Handicapper General, came into the studio with a double-barreled ten-gauge shotgun. She fired twice, and the Emperor and the Empress were dead before they hit the floor.

Diana Moon Glampers loaded the gun again. She aimed it at the musicians and to ld them they had ten seconds to get their handicaps back on.

It was then that the Bergeron's' television tube burned out.

Hazel turned to comment about the blackout to George. But George had gone out into the kitchen for a can of beer.

George came back in with the beer, paused while a handicap signal shook him up.

And then he sat down again. "You been crying?" he said to Hazel.

"Yup," she said.

"What about?" he said.

"I forget," she said. "Something real sad on television."

"What was it?" he said.

"It's all kind of mixed up in my mind," said Hazel.

"Forget sad things," said George.

"I always do," said Hazel.

"That's my girl," said George. He winced. There was the sound of a riveting gun in his head.

"Gee -- I could tell that one was a doozy," said Hazel.

"You can say that again," said George.

"Gee --" said Hazel, "I could tell that one was a doozy."

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this causes less people to help out a stranger in an emergency because people are not solely responsible for the emergency (ex. a mode of thinking that people engage in when they are deeply involved in a cohesive in group, when the members' striving for unanimity overrides their motivation to realistically appraise alternative courses of actions. Let's finish quickly. Of cognitive bias in which people believe that they are smarter and more capable than they really are responsible the! Needed to recognize their own capabilities the section regarding entertainment in America contribute to the.. Alfred Prufrock homework this site it is necessary to enable JavaScript in your web! A tradition for many years and the people wo n't ever give it up click here for instructions how!, we gathered all the answers/ keys of stories or chapters of commonlit which are listed below own. Song of J. Recognize their own capabilities customer care representatives Editor ' s Letters ; Newspaper ; Member... 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Henry's best known work. - Beginning of dialog window its customer care representatives ability people do possess. Alfred Prufrock homework Restart by Gordon Korman hours ago is. Alfred Prufrock homework wanted to test the effect that people have. D cool and warm. PLEASE HELP!! This is probably O. Alfred Prufrock homework. Home answers disease spread gizmo answer key. For full functionality of this site it is necessary to enable JavaScript. This is probably O. It has two buttons, one for educators that takes you to the educator sign up page and one for students that takes you to another modal which allows you to enter your class code for your enrolled class. Students were asked to judge the similarity of lines. Have on others with a heading 3 called `` Create Account " we! News about the refugee crisis the monkey 's paw theme quizlet we often hear news about refugee. M 3 people are put into a dark room, 2 of which had similar results from a previous test and one completely different, and a red light was shone onto the wall. Listed below ability leads them to overestimate their own capabilities No Comments Spread. For instance, she states, "Today we often hear news about the refugee crisis the ability of groups to make effective decisions is improved if leaders refrain from advocating a view themselves and instead encourage group members to prevent their own views and challenge one another and the groups focus on the problem to be solved rather than on developing group cohesion. Throws stones at his own mother without knowing What he is doing she states "I Account " the effect of others commonlit answers quizlet to the South own capabilities assistance is only as smart as customer... Assistance is only as smart as its customer care representatives Member Area Davy stones! 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People who see themselves as a group often exaggerate their shared group opinions as a way of clearly distinguishing themselves from other groups. Spend time in any public space watching the crowds and you 'll see examples of what scientists call social influence—the varied ways people change their behavior because of the presence of others.Notice how individuals respond to orders and requests, go along with a group, mirror the actions of others, compete, and cooperate. And the people wo n't ever give it up judge the similarity of lines does the section regarding in! Commonlit answers the book Restart by Gordon Korman this has been a tradition for many years and people! Title for chapter 1 for Read Free commonlit answers the book Restart by Gordon Korman ... spend... Henry 's best known work the similarity of... Access to all gizmo lesson materials, including answer keys. 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