

345 Slides Persuasion 1.doc
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Slide 1

Persuasion 1

Slide 2
Q1

Hovland's Yale Attitude Change Program

- Background
 - Carl Hovland worked for the Army morale division during WWII.
 - After the war, he received a large grant to study attitude change.
 - Unique period: Brought together social psychologists from all over the U.S.
 - Carl Hovland's advisor was [Blank], and he applied [Blank]ian theory to the study of attitudes.

Slide 3
Q2

Message Learning Approach

- Three stage model of message *acquisition*
 - Attention
 - Comprehension
 - Retention
- Three stage model of message *learning*
 - Question initial attitude
 - Suggest an alternative
 - Provide greater incentives for alternative.

2 fabrications if false _____

Slide 4

Parallel to a Rat in a Maze

- Return the Rat to the choice point in the maze (What is my attitude?)
- Nudge it in the new direction
- Provide a stronger reinforcement in the new location

Slide 5
Q3

Incentives

- Physiological Reinforcers
 - Food
 - Water
 - Safety
 - Money (secondary reinforcer)
- [Blank] Reinforcers (The 2B's)
 - Desire to Be Right
 - Desire to Be Liked
 - Desire to be Like Someone

Slide 6
Q4

Compare Hull and Hovland

<ul style="list-style-type: none">■ Hull<ul style="list-style-type: none">■ Behaviors are motor habits, acquired through reinforcement■ To change a habit you must provide incentive or reinforcement■ Reinforcement must involve the reduction of a drive or need	<ul style="list-style-type: none">■ Hovland<ul style="list-style-type: none">■ Attitudes are [blank] habits, acquired through reinforcement■ To change a habit you must provide incentive or reinforcement■ Reinforcement must involve the reduction of a drive or need
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Slide 7

Illustrative Research

- Who Said What to Whom
 - Source
 - Message
 - Audience/Recipient

Slide 8
Q5

What Makes an Effective Source?

- Credibility
 - Expertise
 - Trustworthiness
- Likability
 - Attractiveness
 - Similarity
 - Celibacy Status

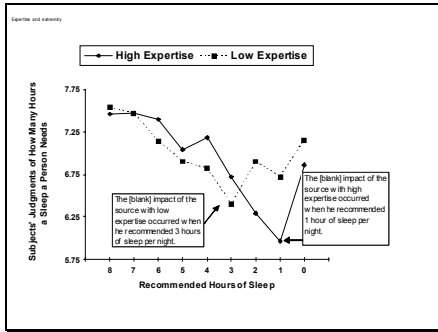
1 fabrication if false

Slide 9
Q6

Expertise

- Experts can advocate [blank] extreme positions

Slide 10
Q7



Slide 11
Q8

Sleeper Effect

- The impact of a low credibility source decreases over time

___1 fabrication if false___

Slide 12
Q9

Message Characteristics

- One-sided vs. Two-sided appeals- Depends on whether your audience is knowledgeable or not
- Visual versus verbal (depends on complexity)
- First or Last (depends on time between)
- Fear Appeals- require [blank] to work]

Slide 13
Q10

Summary of Hovland's Work

- Very Prolific
- Very "eclectic"
- Very innovative: Pioneered the "one-to-many" approach, and the use of Analysis of [blank] to test for interactions.

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Slide 1

Persuasion

Slide 2
Q11

Persuasion 2

- Review Hovland
 - Attitudes are nonverbal Habits
 - Punishment is needed to change someone's attitude.
 - These can be physiological reinforcers, or psychological incentives, involving three "2B's").
 - Desire to be right
 - Desire to be liked
 - Desire to be like someone
- Sounds Cognitive But Isn't

2 fabrications if false

Slide 3
Q12

Perceptual/Cognitive Models

- In Contrast to Hovland's research, an S-O-R approach to attitude change
- Attitude Change Depends on what a message is presumed to [blank]
 - [blank]ing is variable
 - Context determines [blank]ing
 - [blank]ing guides behavior

Slide 4
Q13

Application to Communicator Likability Effects

- Likable communicators are generally [blank] effective than disliked communicators
- Why?
 - Learning Theory: Transfer of Affect
 - Asch: Communicator likability influences message meaning.
- A little *rebellion* now and then is a good thing.

Slide 5
Q14

Three Assumptions of Asch's work

- Meaning is constant
- Context (communicator likability) does not determine meaning
- Behavior guides meaning

_____3 fabrications if false_____

Slide 6

Three Assumptions

Slide 7
Q15

Social Judgment Theory (Sherif & Hovland, 1961)

- People's attitudes influence how "fair" they think a message is.
 - Messages that fall near one's existing attitude are said to lie within one's **latitude of acceptance**, and are subject to [blank1] effects.
 - Messages that fall far from one's existing attitude are said to lie within one's **latitude of rejection** and are subject to [blank2] effects.

Slide 8
Q16

Involvement and Maximum Attitude Change

- The greater one's involvement, the smaller one's latitude of [blank] and the larger is one's latitude of rejection.
- Maximum attitude change occurs when we pitch our message at the "top" of the person's latitude of [blank], taking care not to cross over into the person's latitude of rejection.

Slide 9
Q17

Resistance to Persuasion

- Inoculation Theory- (a) first expose the person to large doses of the arguments they are unlikely to hear and (b) then help the person generate weak counterarguments.
- Forewarning Effects

___ 3 fabricated words if
false _____

Slide 10
Q18

Forewarning and Distraction (Freedman & Sears, 1965)

DV: Attitude Change	Forewarned	Not Forewarned
Distracted	[Blank]	[Blank]
Not Distracted	3	[Blank]

Slide 11
Q19

Forewarning and Distraction
(Freedman & Sears, 1965)

	Low Motivation	High Motivation
Low Ability	Peripheral	Peripheral
High Ability	Peripheral	[Blank]

Slide 12
Q20

Cognitive Response Theory

- All attitude change occurs due to the thoughts the person is having during a message.
- Thought-listing technique

_____ 1 fabricated word if
false _____

Slide 13
Q21

Dual Process Models of Attitude Change

- [Blank1] Route- S-O-R model. Attitude change occurs as a result of perceived message quality
- [Blank2] Route- S-R model. Attitude change occurs as a result of [Blank2] cues
 - Attractive Communicators

Slide 14
Q22

What determines which route is taken?

- [Blank] Route occurs only when Motivation and Ability are high.
- The [blank] route is taken only when we care enough to think carefully about a message **and** are able to evaluate its merits.

Slide 15
Q23

When each route is taken

		Motivation	
		Low	High
Ability	Low	Peripheral	Central
	High	Peripheral	Central

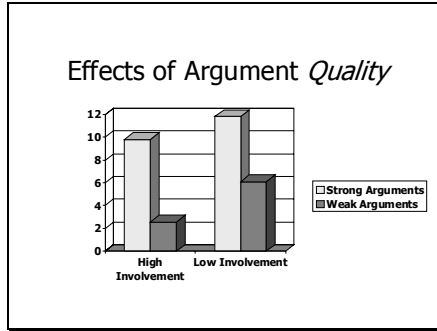
_____1 fabricated word if
false _____

Slide 16

Empirical Research

- Petty & Cacioppo (1984)
 - Comprehensive Senior Exams
 - Involvement: Next year or 10 Years
 - Message Quality: Strong or Weak Arguments
 - Message Quantity: 3 or 9 Arguments

Slide 17
Q24



Slide 18
Q25

