

**PSYCO 241 SOCIAL PSYCHOLOGY**  
**CHAPTER 5: PERSUASION**

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**TODAY'S PLAN**

1. **A Two-process Approach to Persuasion**
2. Other factors in Persuasion
3. Compliance
4. Preventing Persuasion

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**1. A TWO-PROCESS APPROACH TO PERSUASION**

**Elaboration-Likelihood Model:** there are two ways that a persuasive message can cause attitude change (Petty & Cacioppo, 1986).

1. **Central Route** - the person thinks carefully and deliberately about the content of the message.
2. **Peripheral Route** - the person primarily attends to superficial aspects of the message.

Where do the two fall in terms of naïve scientists and cognitive misers?

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**1. FACTORS THAT INFLUENCE THE ROUTE TAKEN.**

1. The same factors as for naïve scientists vs. cognitive misers (i.e., information, time, cognitive load, values, etc.).
  - When take central route with these 4?
    - a) **Information (a lot/a little).**
    - b) **Cognitive load (a lot/a little).**
    - c) **Values (care a lot/a little).**
    - d) **Time (enough/time pressure).**

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### 1. QUALITY AND THE CENTRAL ROUTE?

- Central route takers look at the strength and the quality of the arguments more critically.
- If both criteria are passed, may be persuaded.**

(Cares about issues.)

Wait... He's smokin' crack...

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### 1. PERIPHERAL ROUTE CUES?

Peripheral-route of persuasion...?

Look to:

(1) **Attractiveness.**

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Focus on these factors: Attractiveness, including personality.

### 1. PERIPHERAL ROUTE CUES?

Look to:

(1) Attractiveness

(2) **Similarity to self.**

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Focus on these factors: How similar to self

### 1. PERIPHERAL ROUTE CUES?

Look to:

(1) Attractiveness

(2) Similarity to self.

(3) **Expertise.**

Matt's "Dr. Pepper Effect"

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Focus on these factors: Do they seem to be an expert, but not deep thought about this.

1. TRUMP AND THE PERIPHERAL ROUTE?

• Using other factors to engage people on this route.

(Doesn't care about issues.)

Oh that's clever!!!

Thinking... He's confident, successful, & 'American'!

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1. EXAMPLE OF INTERACTION

• Looks at when expertise and message quality are used.

Pretty, Cacioppo, & Goldman, 1981

**Introduced new exam policy framed by 3 different IVs.**

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One study combined factors.

1. EXAMPLE OF INTERACTION

**Introduced new exam policy.**

**3 IVs**

1. Relevant (Now) or Not (10 years from now)

My problem.

Your problem.

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Relevant or not relevant (should predict if central or perip).  
Now for people 10 years from now.

1. EXAMPLE OF INTERACTION

**Introduced new exam policy.**

**3 IVs**

1. Relevance.

2.8 Strong or weak arguments (**Central**)

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Argument strength was weak or strong.

1. EXAMPLE OF INTERACTION

**Introduced new exam policy.**

**3 IVs**

- 1.Relevance
- 2.Argument strength
- 3.Expert (Princeton) or Not (high school) (**Perip.**)



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Came from expert (Princeton prof) or high school class.

1. EXAMPLE OF INTERACTION

**Introduced new exam policy.**

**3 IVs**

- 1.Relevance
- 2.Argument strength
- 3.Expertise

**DV:** Attitude towards the exam.

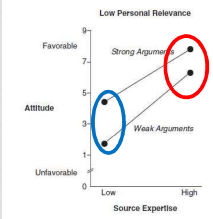
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DV, was attitude towards exam.

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1. RESULTS



**Your problem.**

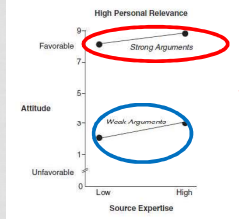
**When not relevant, they followed the peripheral route more.**



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When not relevant looked to low level things like expert, also a like argument.

1. RESULTS



**My problem.**

**When relevant, they followed the Central route more.**

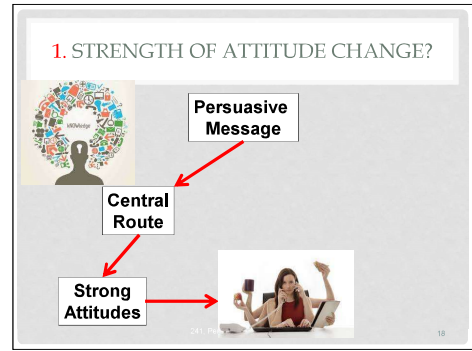
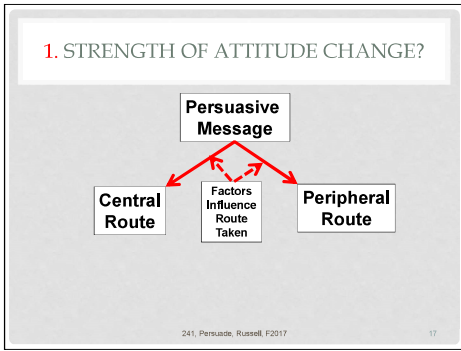


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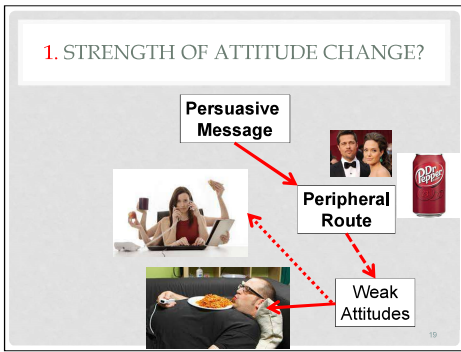
When relevant mostly argument, with a little expert. (Both work together!)

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Central route leads to strong attitudes.



Perip route leads to weak ones.

TODAY'S PLAN

1. A Two-process Approach
2. **Other factors in Persuasion**
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## 2. OTHER FACTORS IN PERSUASION?

Many aspects of persuasion can influence us.

1. **Who says it.**
  - a) **Expertise**
  - b) **Trustworthiness**




### 2-1-A. EXPERTISE

- Although bias in two pathways, expertise does matter for both.
  1. **Dr. James Rundle vs. Jim Rundle** (Olson & Cal, 1984).
  2. Also, confidence makes things seem more credible (Moore & Swift, 2011; Pentland, 2010).
- **Question:** How might expertise be used in the central path vs. the peripheral path?

### 2-1-B. TRUSTWORTHINESS

• Trustworthiness also affects persuasion.

• **Increasing Trust?**


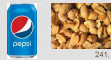
1. Gaze (Hemsley & Doob, 1978).  

2. Don't seem to be persuading (Walster & Festinger, 1962).  

3. Talk fast (Miller et al., 1976).  


## 2. OTHER FACTORS IN PERSUASION?

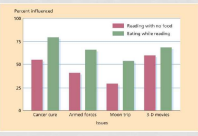
Many aspects of persuasion can influence us.

1. Who says it.
2. **What is said.**
  - a) **Emotion.**
  - b) **One vs. Two sided appeals.**

## 2-2-A. EMOTION

- Reason vs. emotion? It depends on the audience.
- Good feelings?
  - Messages more persuasive through good feelings!
  - Example (Dabbs & Janis, 1965):
    - Condition 1: No food & read.
      - 
    - Condition 2: Food & read.
      - 

**Results? Persuasion**



Message	Reading with no food (%)	Reading while reading (%)
Cancer cure	~65	~85
Alcohol abuse	~55	~75
When to	~45	~65
8 Brakes	~65	~85

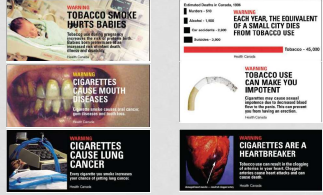
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Learning objective

2. What are the elements of persuasion?

## 2-2-A. EMOTION

- Fear also persuades.
  - The more fear the better (Hogg et al., 2007).




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## 2-2-B. ONE VS. TWO SIDED APPEALS


- Two sided arguments can be better (Werner et al., 2002).

“No aluminum cans!”




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“No aluminum cans!”



More Recycling

“It may be inconvenient, but important!”



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## 2. OTHER FACTORS IN PERSUASION?

Many aspects of persuasion can influence us.

1. Who says it.
2. What is said.
3. How things are said.
  - a) Two-step flow

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## 2-3-A. THE TWO STEP FLOW

- **The two-step flow is:**
  - From media to opinion leaders, to the general public  
(Katz, 1957; Keller & Berry, 2003)

**Media members may promote things & people.**

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## 2. OTHER FACTORS IN PERSUASION?

Many aspects of persuasion can influence us.

1. Who says it.
2. What is said.
3. How things are said.
4. **To whom things are said.**
  - a) Age?
  - b) Personality?

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## 2-4-A. AGE

- Largely generational effects on attitudes (Sears, 1979; 1986; Koenig, McGue, & Iacono, 2008).

**Form more attitudes in teens and early 20s**

But...

**Less change later**

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But, can change!

## 2-4-B. PERSONALITY

- Personality can also affect which route you take for persuasion (Cacioppo et al., 1996).
- **Need for cognition:** how much you enjoy thinking.

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## TODAY'S PLAN

1. A Two-process Approach
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3. **Compliance**
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## 3. COMPLIANCE

**3. Compliance** – When an individual changes their behaviour in response to a request by another, often while holding old attitude.

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Compliance may be seen as a weaker version of obedience. For example, sales persons attempt to persuade you to buy a house, cosmetic goods, a car, and so on.

Obedience and conformity have negative or bad connotations to most people in today's Western societies.

Compliance doesn't necessarily connote something bad. In fact, sometimes health researchers use it to try to persuade people to take better care of themselves, such as cancer ribbons (lead to donations, etc.).

## 3. THE BASIS OF COMPLIANCE?

Often follows **Reciprocity Norms**. People should provide benefits to those who helped them.






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These may follow reciprocity norms, where we believe we should return favors. Do something nice (like moving), return favor (I often make a nice handmade meal for my friends from Japan).

## 3. DOOR-IN-THE-FACE

1. **Door-in-the-face technique** (Cialdini et al., 1975):
  1. Asking someone for a large favor that they will refuse.
  2. Then following that with a more modest request.


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Start small, expect reject, then get something small. A reciprocity as you feel that you originally 'treated them poorly' by saying no.

### 3. EXAMPLE

**1) Example** (Cialdini et al., 1975):

1. **Big Favor!** 2 years service!!!
2. *Small Favor.* 2 hours service.



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1. Large: We're currently recruiting university students to work as voluntary, nonpaid counselors at the County Juvenile Detention Center. The position could require two hours of your time per week for a minimum of two years. You would be working more in the line of a Big Brother (Sister) to one of the boys (girls) at the detention home. Would you be interested in being considered for one of these positions?

2. Smaller: We're recruiting university students to chaperone a group of boys (girls) from the County Juvenile Detention Center on a trip to the zoo. It would be voluntary, nonpaid, and would require about two hours of one afternoon or evening. Would you be interested in being considered for one of these positions?

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More when started with large!!! (then small alone)

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### 3. THAT'S-NOT-ALL

**2. The That's-not-all Technique**  
adding something to an original offer, which is likely to create pressure to reciprocate.



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The that's-not-all technique refers to the case where people add something to an original offer, which is likely to create some pressure to reciprocate

Here's a description of the technique.

When offering something to somebody, rather than give it to them as a final item, give it in incremental pieces.

In addition, do not allow them to respond to each piece you give them – keep on offering more.

Thus, for example, you can offer a discount in several stages.

You can add extra 'gifts'.

You can start with a high price and reduce it.

You can tell them all the things you are going to do, one at a time.

The increments can be in different amounts, but each increment should

surprise and delight the person. It can also help if the final increment is particularly desirable.

Ladies and gentlemen, I'm not only going to reduce this by 10%, not even by 20% and not even by 40%. Today, ladies and gentlemen, the price is reduced for you by a whopping 50%!

I'm not going to give you this cookie cutter.

No. That's not all I'm going to give you.

For the same price, I'm going to throw in a fine steel spatula.

A bargain I hear you say? But I'm going to make it even better, with this splendid temperature probe, absolutely free.

Now, who wants this wonderful offer now?

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### 3. EXAMPLE

b. Example (Burger, 1986):


Cupcake(s)!  
What's the price?

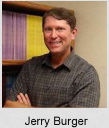
**1. 75 cents...**



+

**2 cookies!**





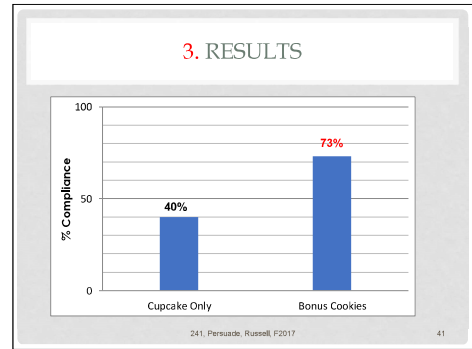
Jerry Burger

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Jerry Burger at Santa Clara University nicely demonstrated this phenomenon. He prepared the PSYCHOLOGY CLUB booth and told individuals who approached the booth that the cost of the cupcake on display was 75 cents.

But, before the potential customer's reply, they were told that the price actually included two medium-sized cookies. This affected the potential customer's decision making, from 40% to 73% purchase!



More when started with large!!! (then small alone)

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### 3. FOOT-IN-THE-DOOR

3. **The foot-in-the-door technique:**  
Making an initial small request to which nearly everyone complies, followed by a larger request.





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### 3. EXAMPLE

3) Example (Freedman & Fraser, 1965):

**BE SAFE.  
DRIVE SMART.**





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3 inch sign (or sign petition on driving safe)

= Next, large sign in front yard (2 weeks later)

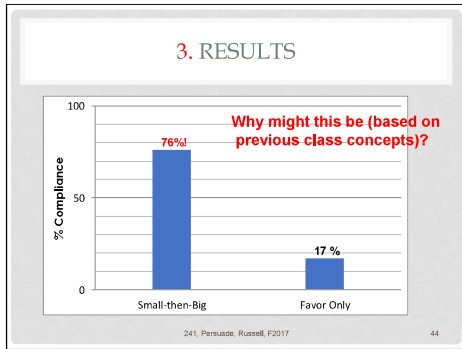
The first demonstration of the technique was Freedman and Fraser's experiment.

In this research, an investigator knocked on the doors of target individuals' houses, and asked them whether they would be willing to display a three-inch square sign with the word "be a safe driver" in the window of their house for two weeks.

Two weeks later, the same investigator visited the same houses, and this time ask the homeowners whether they would be willing to place a large sign written "Drive Carefully" on their front yard for one week.

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76% of them agreed with the request. But, only 17% of homeowners agreed with the offer, if the investigator did not visit their home two weeks before and requested to put a small sign on the window. \*\*Sorry, I thought it was less from another study I read. It was quite large in this case\*\*

The technique is frequently used by children, roommates, students, charities, and bosses

("Can I go over to Suzy's house for an hour?" is followed shortly by "Can I stay the night")

("Can I borrow the car to go to the store?" may be followed by "Can I borrow the car for the weekend?")

("May I turn in the paper a few hours late?" may be followed by "May I turn it in next week?")

### TODAY'S PLAN

1. A Two-process Approach
2. Other factors in Persuasion
3. Compliance
4. **Resistance to Persuasion**
  - a) Previous commitments
  - b) Knowledge and resistance
  - c) Attitude Inoculation

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### 4-A. PREVIOUS COMMITMENTS

**Previous commitments increases our resistance to persuasion.**

1. These commitments are often based on our social groups.
2. Similarly, public commitment resist change (Kiesler, 1971; Pallak et al., 1972).

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We are resistant to persuasion based on previous commitments. We want to get along with others.

This works with public commitments as well, as we want to look good.

### 4-B. KNOWLEDGE AND RESISTANCE

**People with more knowledge are more resistant to persuasion.**

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More change from messages on anti-preservation when have less knowledge!

## 4-C. ATTITUDE INOCULATION

**Attitude inoculation** – exposing people to weak attacks on their attitudes to make them stronger against stronger attacks.



Simple attack resisted.



Able to resist bigger things.

## 4-C. ATTITUDE INOCULATION EXPERIMENTS

- **Small attack:** "It's good idea to brush your teeth after every meal if at all possible"
- **Big attack:** "Prestigious authorities were said to have discovered that too much tooth-brushing can damage one's gums."

Baseline (Prior to attack)

Condition 1 (No small attack first)

Condition 2 (Small attack first - **Inoculation**)

## 4-C. RESULTS

