

Test Questions

Multiple Choice Questions

1. Pure persuasion means

- a. all the ingredients for what most people would consider to be persuasion are present.
- b. the source succeeded in persuading the receiver completely.
- c. there are underlying motives behind the message.
- d. the sender is well-intentioned or has the receiver's best interests at heart.

Answer: A

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2. Borderline persuasion refers to

- a. influence attempts that are ethically suspect.
- b. influence attempts that are only partially successful.
- c. less traditional or obvious forms of influence.
- d. attempts to influence border patrol agents and immigration officers.

Answer: C

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3. A litmus test for distinguishing persuasion from social influence is

- a. social influence is coercive, persuasion is not
- b. social influence requires conscious awareness, persuasion does not
- c. persuasion is intentional, social influence is not
- d. persuasive is effective, social influence is not

Answer: C

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4. You see two unsavory-looking characters standing near an ATM machine and decide to go elsewhere to make a cash withdrawal. Their threatening appearance best represents

- a. pure persuasion
- b. borderline persuasion
- c. coercion
- d. third person effect

Answer: B

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5. You advise a friend to enroll in Professor Windplenty's class because "he's an easy 'A.'" A stranger in the registration line overhears you and decides to sign up for the same professor. This is an example of

- a. peripheral persuasion
- b. the "grapevine" effect
- c. the bystander phenomenon
- d. the unintended receiver effect

Answer: D

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6. A problem with a linear view of persuasion is

- a. the role of the source is ignored
- b. the effect of the message is ignored
- c. the possibility for mutual influence is ignored
- d. persuasion as a product or outcome is ignored

Answer: C

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7. An effects orientation to defining persuasion emphasizes

- a. the receiver
- b. the source
- c. the message
- d. the outcome

Answer: D

Pages 34-35

8. Which two limiting criteria for defining persuasion are primarily receiver-based?

- a. intent, effects
- b. effects, free choice
- c. free choice, symbolic action
- d. intent, free choice

Answer: B

Page 34-37

9. "Persuasive communication represents any message that is intended to shape, reinforce, or change the responses of another, or others" (James Stiff, 2003). The above definition relies on which two limiting criteria?

- a. intentionality, interpersonal
- b. intrapersonal, symbolic action
- c. intentionality, free will
- d. effects, conscious awareness

Answer: A

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10. Daniel O'Keefe (2002) defines persuasion as "a successful intentional effort at influencing another's mental state through communication in a circumstance in which the persuadee has some measure of freedom." His definition presumes that:

- a. persuasion may be accidental
- b. persuasion must be effective
- c. persuasion must be ethical
- d. self-persuasion is common

Answer: B

Pages 34-35

11. The idea that persuasion requires free choice or free will focuses on

- a. the receiver
- b. the source
- c. the message
- d. the outcome

Answer: A

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12. The unintended receiver effect illustrates one problem with relying on _____ to define persuasion

- a. intentionality
- b. effects
- c. free will
- d. symbolic action

Answer: A

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13. What is the relationship of persuasion and coercion, according to Gass & Seiter?

- a. Persuasion is the antithesis of coercion
- b. Coercion is a subset of persuasion
- c. Persuasion is a subset of coercion
- d. Persuasion and coercion are close relatives

Answer: D

Pages 36-37

14. A definition which limits persuasion to symbolic action

- a. would say all persuasion exists in the world of words
- b. would say most behavior is persuasive in nature
- c. would say protests, marches, demonstrations, and sit-ins were part of persuasion
- d. would say physical characteristics such as height or attractiveness are part of persuasion

Answer: C

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15. Which of the following influence scenarios represents persuasion through symbolic action?

- a. Art sees a picture of a malnourished African child in his local newspaper and decides to donate \$100 to an international charity organization.
- b. A human resource executive decides not to hire a particular job candidate after learning of her criminal history.
- c. Participants in a social scientific study rate a taller speaker as more credible than a shorter speaker even though the two speakers delivered speeches of the same quality.
- d. A passer-by observes a protest march by members of People for the Ethical Treatment of Animals (PETA) and afterwards decides to volunteer to help at the local animal shelter.

Answer: D

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16. In the Gass & Seiter model, the outer circle represents _____ persuasion, while the inner circle represents _____ persuasion.

- a. pure, borderline
- b. borderline, pure
- c. symbolic, nonsymbolic
- d. free choice, free will

Answer: B

Pages 33, 39

17. The Gass & Seiter model maintains that _____ determines the nature of the persuasion process.

- a. ethnicity
- b. the message
- c. the context
- d. the source

Answer: C

Pages 39-41

18. Which of the following is the best example of synchronous persuasion?

- a. A door-to-door solicitor tries to sell a vacuum cleaner to a resident
- b. An email message encourages you to upgrade your software
- c. The envelope for a mail-in promotion proclaims, "You may already be a winner"
- d. A television commercial says a pick-up truck has the most horsepower in its class

Answer: A

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19. A preacher reminds his congregation that even though forgiving a sinner may not be easy, it is the Christian thing to do. This is an example of

- a. changing existing attitudes and beliefs
- b. creating new attitudes and beliefs
- c. reinforcing existing attitudes and beliefs
- d. extinguishing existing attitudes and beliefs

Answer: C

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20. Petty and Cacioppo's ELM postulates that there are two routes to persuasion:

- a. a pure route, and a borderline route
- b. an ethical route, and an unethical route
- c. self-persuasion and other persuasion
- d. a central route, and a peripheral route

Answer: D

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21. Which of the following groups of receivers would tend to rely less on credibility as a peripheral cue and more on the content or substance of a message?

- a. alumni of a college where a tuition hike was being considered
- b. students at a college where a tuition hike was being considered
- c. faculty at a college where a tuition hike was being considered
- d. students at a different college than the one considering a tuition hike

Answer: B

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22. Which group of receivers would be most likely to engage in peripheral processing?

- a. receivers with high involvement and a high need for cognition
- b. receivers with high involvement and a low need for cognition
- c. receivers with low involvement and a high need for cognition
- d. receivers with low involvement and a low need for cognition

Answer: D

Pages 43-45

23. In the terms used in the Elaboration Likelihood Model, a person low in the need for cognition is more likely to be persuaded via the _____ route to persuasion.

- a. serial
- b. parallel
- c. central
- d. peripheral

Answer: D

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24. According to the Elaboration Likelihood Model, a person with high involvement in an issue would tend to be persuaded by

- a. credibility
- b. the central route
- c. peripheral route
- d. heuristics cues

Answer: B

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25. Buying a television based on its brand name, or purchasing a product based on a celebrity endorsement celebrity endorsement are examples of

- a. systematic processing
- b. parallel processing
- c. heuristic processing
- d. central processing

Answer: C

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26. One way to help ensure a persuasive message will have a lasting effect on receivers is to:

- a. increase their intelligence
- b. increase their peripheral processing
- c. decrease their self-monitoring
- d. increase their involvement in the issue

Answer: D
Pages 43-45

27. _____ is to Chaiken & Eagly's HSM model what _____ is to Petty & Cacioppo's ELM model.

- a. heuristic processing, systematic processing
- b. systematic processing, central processing
- c. central processing, systematic processing
- d. heuristic processing, central processing

Answer: B
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28. Which of the following is the best example of asynchronous persuasion?

- a. A teenager asks her parents to purchase concert tickets for her sixteenth birthday
- b. A television commercial claims that a juicer is three times more durable than its competitors
- c. A salesperson in the fragrance department encourages you to try a new perfume
- d. The cashier at a department store asks if you would like to donate to a charity

Answer: B
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29. Central processing involves all of the following **except**

- a. heuristic cues
- b. cognitive elaboration
- c. greater motivation
- d. ability to process information

Answer: A
Page 43, 45

30. Beverly needs a new surround sound system. She has researched the type of system she wants and is motivated to find the best system to fit her budget. The _____ suggests that she will strive to find out as much as she can about surround sound systems, but only as much as she needs to make a decision, no more, no less.

- a. processing potential
- b. efficiency maxim
- c. information effect
- d. sufficiency principle

Answer: D
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31. The Unimodel postulates that there is one route to persuasion whereby

- a. systematic processing overrides heuristic processing
- b. there is less cognitive elaboration
- c. decision rules are the main components
- d. there is simply more or less processing

Answer: D
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32. Parents commonly instill beliefs, impart values, and model behavior for their children, without knowing they are doing so. This is an example of

- a. ulterior motives
- b. social modeling
- c. relational goals
- d. symbolic effects

Answer: B
Page 33

33. Quincy wants to speak to his professor about his last paper. He intends to challenge the professor about his grade. Shortly into the conversation, Quincy realizes he misunderstood the assignment. Rather than challenge the grade, he decides to ask for a chance to rewrite the paper. This best reflects the notion that

- a. people's goals may change during a persuasive encounter
- b. a reliance on peripheral processing rarely produces compliance
- c. a reliance on central processing rarely produces compliance
- d. people's need for identity management far outweighs other persuasive tactics

Answer: A

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34. Which of the following is not a contextual factor of persuasion?

- a. number of communicators
- b. synchronous vs. asynchronous communication
- c. degree of success
- d. ratio of verbal to nonverbal cues

Answer: C

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35. Which is an example of a message that would be persuasive if an individual were using central processing?

- a. A food label that highlights nutritional benefits
- b. A commercial that features a sexy model
- c. A commercial with a catchy jingle
- d. A print ad that says, "It's what the cool kids are doing!"

Answer: A

Page 43-44

36. One mother tells another, "I'm not sure what gluten or lactose are, but I'm not going to let Timmy have any just in case." The mother is using

- a. central processing
- b. parallel processing
- c. peripheral processing
- d. differential processing

Answer: C

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Essay Questions

1. What is one of the primary weaknesses of relying on intentionality as a defining characteristic of persuasion?

2. What are the limitations of using an "effects" standard as the basis for a definition of persuasion?

3. Do Gass & Seiter believe there is such a thing as self-persuasion? Why or why not?

4. Provide a hypothetical or real-life example of central or systematic processing, and a hypothetical example or real-life example of peripheral or heuristic processing.

5. Is there such a thing as "accidental" persuasion? Why or why not?

6. Which limiting criterion identified by Gass & Seiter do you think is most important for defining persuasion, and why?

7. What differences are apparent among the dual-process models and the Unimodel of persuasion?

8. Based on Gass and Seiter's conceptualization of persuasion, what isn't persuasion?

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Instructor's Manual and Test Bank

for

Persuasion, Social Influence, and Compliance Gaining

Sixth Edition

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Sample Course Syllabi

General Information

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Office: Acropolis 210

Office Hours: M 9-11 AM, W 1-3 PM, and by appointment

Office Phone: 399-4321

Text: Gass, R. H., & Seiter, J. S. (2018). *Persuasion, Social Influence, and Compliance Gaining*, 6th ed. New York: Routledge/Taylor & Francis.

Goals of the Course

The primary goal of this course is to provide students with a solid grounding in theories, principles, and strategies of social influence as they apply to everyday contexts in which influence attempts take place. Students should gain familiarity with findings from empirical investigations on persuasion, social influence, and compliance gaining, and will learn about strategies and techniques of persuasion relating to a wide variety of real-life communication contexts, situations, and settings.

Graded Assignments (possible options)

1. Exams: (3-on-semester system, 2-on-quarter system) will consist of true/false, multiple-choice, and essay questions. (each exam will be worth 50 points)

2. Paper #1: Your first paper should examine the ways in which a specific variable affects the process of persuasion (e.g., the effect of physical attractiveness on credibility, or the effect of peer pressure on conformity, or the effect of fear appeals on compliance with health messages). You should analyze and integrate findings of past research that explore the relationship between the variables you select. (worth 15 points)

3. Paper #2: Your second paper should consist of a context-based analysis of compliance gaining. You should select a specific context or setting in which compliance gaining occurs and examine the range of strategies and tactics used both by those seeking to influence and those seeking to resist influence attempts. Some examples of suitable contexts or settings for compliance gaining include:

- adolescent peer influence
- charitable fund-raising and philanthropic giving
- classroom compliance gaining
- cult conversion and deprogramming
- food server-restaurant patron relationships
- intimates and compliance gaining
- intercultural or cross-cultural compliance gaining
- organizational compliance gaining
- physician-patient influence
- police interrogation and custodial interviews
- retail sales transactions
- support groups and self-help organizations
- public health awareness campaigns (D.A.R.E., condom use, Just Say No, etc.)
- product placement, product planting (TV, cinema)
- viral marketing (grassroots, word-of-mouth, e-word-of-mouth)
- shock ads, subvertising
- social movements (pro-choice/pro-life, animal rights, promise-keepers, etc.)
- Web advertising, online marketing

Your task is to identify the primary strategies, tactics, and forms of influence that characterize or typify compliance gaining in the particular context. You should also demonstrate that you have a solid grasp of the literature in the particular context. Your paper should reflect your understanding of theories, concepts, and processes central to the context you've chosen.

You are encouraged to use your own insights, analysis, or perspective on how compliance-gaining functions in the context you've chosen, but only after demonstrating a thorough knowledge of the literature. Indeed, if your approach is entirely descriptive in nature (e.g., you just reiterate what the research shows), you probably will not receive an "A." The length of your paper will depend upon the context you select, the amount of previous research, etc. I'll be reading the papers, not weighing them, to determine grades.

Note: Both papers should demonstrate that you possess upper-division writing skills. Your writing should also display your thinking ability; the ability to understand theories, grasp complex concepts, discover interrelationships, and generate your own insights. Naturally, you should proofread your paper for grammatical and syntactical errors. You should pay proper homage to published authors by citing their works whenever you refer to their words, ideas, or data. Your paper should conform to A.P.A. guidelines. (worth 50 points)

4. ~~Group project:~~ In groups you will conduct a study on some topic of persuasion. As a group, you should decide on a topic, generate a hypothesis or research question, carefully research what has been written on the topic, collect data, analyze the data, and write up a report (8-10 pages). Along the way, each member will be required to turn in: 1) a list of 15 academic references on your topic; and 2) an annotated bibliography on 10 of those references. You will also present your findings to the class in a 10-minute session the day before the final. (worth 75 points)

5. ~~Participation:~~ You should be prepared to ask and answer questions, provide thoughtful commentary, and engage in meaningful, undistracted discussions of the assigned readings by the due dates listed in the syllabus. This will require that you do more than "skim" the reading material. A consistent pattern of a lack of preparation to discuss assigned reading will result in a poor participation grade. You may miss up to 2 class meetings, for any reason, without penalty. Additional absences may result in a reduction in your course grade. (worth 10 points)

Grading Policy

Grades will be assigned according to the following distribution: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 0-59% = F.

General Policies

1. ~~Deadlines:~~ All assignments will be announced sufficiently in advance to allow for thorough preparation and timely completion. All assignments must be turned in ON or BEFORE the due dates. Late assignments will be accepted for full credit only where serious, compelling, and verifiable cause can be shown—such determination to be made by the instructor. Late assignments will be penalized severely.

2. ~~Make-up exams:~~ Make-up exams are strongly discouraged and will be permitted only for the most serious emergencies. Be prepared to document your excuse. Make-up exams are usually more difficult than regularly scheduled exams and will not be graded on a "curve."

3. ~~Attendance:~~ Absences do not excuse students from assignments due on the dates of their absences. If you are tardy and do not sign the roll sheet, you will be counted absent.

4. ~~Writing style:~~ All written assignments should be typed, double-spaced, and carefully proofread for typographical and spelling errors. You should pay proper homage to syntax and grammar. You will be graded on the quality of your writing style as much as on the substance of your ideas since, for me, the meaning and importance of ideas are inseparable from the language through which they are conveyed. A complete reference must be provided whenever you refer to the words, ideas, statistics, or other information provided by an author. Failure to do so counts as plagiarism.

5. ~~Academic Integrity Policy:~~ The department is committed to the highest standards of ethical conduct and academic excellence. Any student found guilty of plagiarism, fabrication, cheating on exams, or purchasing papers or other assignments will receive a failing grade in the course.

Tentative Schedule for Semester System

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
1	Intro to Course/Why Study Persuasion?/What Constitutes Persuasion?	Chapters 1 & 2
2	Attitudes and Consistency	Chapter 3
3	Credibility	Chapter 4
4	Prepare for group projects/Midterm	none
5	Communicator Characteristics	Chapter 5
6	Conformity and Influence in Groups	Chapter 6
7	Language and Persuasion/Nonverbal Influence	Chapters 7 & 8
8	Structuring and Ordering Messages Midterm Review	Chapter 9
9	Midterm	none
10	Compliance Gaining/Sequential Persuasion/	Chapters 10 & 11
11	Deception	Chapter 12
12	Motivational Appeals	Chapter 13
13	Visual Persuasion	Chapter 14
14	Esoteric Forms of Persuasion	Chapter 15
15	Ethics Final Review	Chapter 16
16	Wrap up/Final Exam	none

Tentative Schedule for Quarter System

<u>Week</u>	<u>Topic</u>	<u>Readings</u>
1	Intro to Course/Why Study Persuasion?/What Constitutes Persuasion?	Chapters 1 & 2
2	Attitudes and Consistency	Chapter 3
3	Credibility Prepare for Group Projects	Chapter 4
4	Communicator Characteristics Conformity and Influence in Groups	Chapters 5 & 6
5	Review for Midterm Exam Midterm exam	none
6	Language Nonverbal Influence	Chapters 7 & 8
7	Structuring and Ordering Persuasive Messages Compliance Gaining	Chapters 9 & 10
8	Sequential Persuasion Deception	Chapters 11 & 12
9	Motivational Appeals Visual Persuasion	Chapters 13 & 14
10	Esoteric Persuasion Ethics of Persuasion	Chapters 15 & 16
11	Review for Final Exam Wrap up/Final Exam	none

Chapter 1: Why Study Persuasion?

Key Terms and Concepts

persuasion as an art and science
pervasiveness of persuasion
word of mouth (WOM)
buzz marketing
tipping points
“the law of the few”
mavens
connectors
salespeople
context
stickiness
scalability
effortless transfer
nudges, nudge theory
electronic word of mouth (eWOM)
sponsored content
native advertising
opinion mining

sentiment tracking
gamification
crowdsourcing
crowdfunding
persuasive technology
instrumental function
communication competence
knowledge function
habitual persuasion
defensive function
third-person effect
debunking function
counter-intuitive finding
manipulation
“tool” analogy of persuasion
meta-analysis
propaganda
indoctrination

Chapter Summary

I. Persuasion is everywhere; it is ubiquitous.

II. Persuasion can be thought of as both an art and a science.

A. While much is known about processes of social influence, the scientific study of persuasion is still in its infancy.

B. Persuasion isn't evil or manipulative. It is an essential, indispensable feature of human interaction.

III. Persuasion is worth studying because it is pervasive; it is inevitable and unavoidable.

—A. It is part and parcel of the “people professions.”

—B. The average person is exposed to hundreds, if not thousands, of ads per day.

C. Buzz marketing, also known as word of mouth (WOM) has gained favor because it is cheap, self-perpetuating, and effective.

1) Social media are increasingly important channels for persuasion.

2) Sentiment tracking relies on social media to identify topics, brands, and threads that are trending.

D. Support for an idea, a brand, or a phenomenon by the influential “law of the few” creates momentum that ultimately becomes the tipping point, or a self-perpetuating persuasive message.

1) Malcolm Gladwell (2000) suggests that certain people act as mavens, connectors, and salespeople.

2) Context, stickiness, scalability, and effortless transfer are essential for reaching a tipping point.

3) There are no guarantees that viral marketing will succeed, just as there are no guarantees that any persuasive campaign will succeed.

E. Nudge theory (Thaler & Cass, 2008) suggests subtle changes in how choices are presented can influence behaviors.

F. eWOM (electronic word of mouth) through Twitter and other online sites, is effective when genuine.

G. Sponsored content and native advertising involves advertisements disguised as Tweets and news stories.

H. Opinion mining and sentiment tracking tracks social media to assess the public's opinion in real time.

—I. Gamification is designed to increase consumer engagement via active participation.

J. Crowdsourcing and crowdfunding make it possible for people to ask for help in completing a project, solving a problem, or raising money.

K. Persuasive technology focuses on changing behaviors through smart devices and wearable technology.

Fitness trackers, smart pill bottles, and smartwatches are examples.

L. Persuasion is found in not-so-obvious places like the natural sciences, the arts, and a variety of other communication contexts.

M. Weird persuasion is often aimed at generating controversy or buzz and, hence, free publicity.

N. The interpersonal arena is where influence attempts are most prevalent and have their greatest impact.

IV. Learning about persuasion serves four basic functions:

A. Learning about persuasion performs an instrumental function by enhancing the student's ability to use persuasion effectively and appropriately.

B. Learning about persuasion fulfills a knowledge function by increasing the student's understanding of how persuasion works.

1) People are often unaware of their own habitual patterns of persuasion.

C. Learning about persuasion serves a defensive function by making the student a more discriminating consumer of persuasive messages.

1) People tend to underestimate the influence of advertising on themselves and overestimate its effects on others, a phenomenon known as the third-person effect.

D. Learning about persuasion performs a debunking function by alerting the student to false or outdated notions of how persuasion works.

1) Many common-sense notions about persuasion are mistaken.

2) Persuasion research has yielded insightful, counter-intuitive findings.

V. Two common criticisms regarding the study of persuasion merit consideration:

A. Some claim that studying persuasion is tantamount to teaching manipulation.

1) Persuasion research focuses on the means of influence, which tend to be amoral, rather than moral or immoral.

2) Persuasion can be likened to a tool, such as a hammer. The tool itself isn't good or bad. The end or purpose for which the tool is used may be good or bad.

3) A persuader's motives, more than the persuasive means, determine how ethical or unethical a given influence attempt is.

4) The study of persuasion performs a defensive function, arming people against unscrupulous influence attempts.

5) People who denounce the study of persuasion are themselves advocating a persuasive position.

B. Some claim that persuasion findings are overly qualified or contradictory.

1) Human behavior is complex, so one should expect a certain amount of complexity in how persuasion operates.

2) A number of meaningful, yet qualified, generalizations have been established through meta-analyses.

VI. An important part of the process of learning how to persuade involves learning how to persuade ethically.

VII. (Box 1.1, p. 18) Persuasion, propaganda, and indoctrination are related terms.

A. Propaganda and indoctrination have a pejorative meaning and are usually used to refer to persuasion used by the opposition.

B. Four basic characteristics of propaganda are identified, along with some common propaganda techniques.

VIII. (Box 1.2, p. 21) The advice on what to watch out for when buying a car illustrates the defensive function of persuasion.

Exercises and Learning Activities

Exercise 1-A, Pervasiveness of Persuasion Exercise

Principle Illustrated: The ubiquity of persuasion

Purpose: To demonstrate the pervasive, ubiquitous nature of persuasion to students.

Time Required: approximately 10 minutes

Directions: Ask students to look around the classroom and identify as many persuasive stimuli as they can. The instructor might want to divide students up into teams and have the teams compete to see which team can spot the most persuasive stimuli.

Examples of stimuli to look for include:

- official signs (e.g., no smoking, maximum occupancy, please turn lights off when leaving room, etc.)
- posters, flyers, or other announcements on bulletin boards
- slogans, insignia, or logos on students' clothing, backpacks, or notebooks
- graffiti on desks, chairs, or walls
- the physical layout and arrangement of the room; furniture, equipment, space (the layout may signify power or status differences, or encourage or discourage one form of communication over another)

- students' nonverbal cues (seating proximity, body position, eye contact, etc.)
- distractions, such as outside noise, fans, poor acoustics, smells, etc.

In the process of identifying persuasive stimuli, students will gain an appreciation of how many messages are competing for their attention at a given time, even in the rather limited environs of a college classroom. Students will note that some persuasive stimuli are more subtle than others. Students may also disagree about what constitutes a persuasive stimulus, which will get them thinking about some of the definitional issues discussed in Chapter 2.

Exercise 1-B, Ethical or Unethical Persuasion?

Principle Illustrated: Ethical issues surrounding persuasion

Purpose: To get students to reflect on the ethical issues surrounding any choice to persuade. This exercise sets the stage for getting students to appreciate the fact that every persuasive effort is fraught with ethical implications. The instructor may want to reinforce the authors' perspective, which is amplified in Chapter 16, that it is a persuader's motives that determine primarily how ethical or unethical a given influence attempt is, and only secondarily the means of persuasion which are used.

Time Required: 15–30 minutes

Directions: Box 1.3 (p. 23) in the text identifies 14 hypothetical scenarios, each of which contains ethical implications for persuasion. Simply ask students to rate how ethical or unethical the strategy used in each scenario is, based on a 5-point scale (1 = highly ethical, 5 = highly unethical). Call on students and ask them why they evaluated a given strategy as they did. The instructor may also want to ask students which of the 14 strategies they perceive to be the most ethical, and which they perceive as the least ethical.

Scenario 1: This situation entails deception designed to benefit the deceiver, and an appeal to pity. Ask students if it matters whether the student is genuinely crying or not.

Scenario 2: This situation involves deception intended to benefit the receiver. There is also an “ends vs. means” controversy: Ask students if the outcome—giving the patient hope—justifies the use of deception.

Scenario 3: This situation involves adapting a message to the receivers' frame of reference, rather than the persuader's personal convictions.

Scenario 4: The central issue here is the use of *ad hominem* appeals (character attacks, mudslinging). Ask students if it matters whether the scandal is true or not.

Scenario 5: This situation involves deception in the form of withholding or suppressing information rather than an outright falsehood.

Scenario 6: The central issue here is the conflict between a legal duty vs. a moral duty. Ask students if, in the context of a criminal trial, achieving an acquittal is more important than disclosing the truth. From a prosecutor's standpoint, is obtaining a conviction ever more important than the truth?

Scenario 7: This situation involves a potential misuse or abuse of credibility on the part of the minister, as well as the use of *ad hominem* appeals.

Scenario 8: This scenario raises the issue of whether being sincere or genuine is enough, or whether ethical persuasion also entails a responsibility to have one's facts straight and be accurate when attempting to persuade.

Scenario 9: This situation involves the use of nonverbal persuasion and an emotional appeal (*pathos*). Ask students if it makes any difference whether the defendant had seen his wife or children in many years.

Scenario 10: This situation entails the use of deception and ulterior motives in persuasion. Ask students if their answers would be any different if the scenario involved a heterosexual male student asking a heterosexual female student to get together. If so, why?

Scenario 11: This scenario involves the use of fear appeals. Ask students if it matters whether the fear appeal is true, e.g., scaring a child about the potential dangers of talking to strangers.

Scenario 12: This situation entails deception in the form of withholding or suppressing information, as did Scenario 5, but in this case with a more vulnerable target audience.

Scenario 13: This scenario involves the use of threats as a means of gaining compliance. Ask students if it would matter if the wife went to a coffee house instead, or if the husband threatened to go to a bar and play pool.

Scenario 14: This situation involves adapting a message to the receivers' frame of reference, as did Scenario 3. Scenario 3 is more generic, whereas Scenario 14 involves the political arena, a context in which some students may believe "anything goes."

Exercise 1-C, Ice Breaker and Reflection Activity

Principle Illustrated: Functions of studying persuasion

Purpose: To get to know students and reinforce the practical value of the course.

Time Required: 20–45 minutes, depending on the number of students in the course

Directions: First, ask each student to write down (a) one communicative skill he/she would like to develop or improve on to increase his/her persuasiveness (*instrumentality*); (b) one persuasive context he/she would like to learn more about (*knowledge and awareness*); (c) one scenario or context where he/she tends to be an easy mark (*defense*); and (d) one common sense or "homespun" assumption held by the average person about how persuasion works (*debunking*).

Next, have each student identify him/herself, state his/her major (or probable major), and list his/her answers to prompts 'a'–'d'. When each student has finished speaking, break down the prompts in terms of the four benefits of studying persuasion. Be sure to use the students' examples during the debriefing. Emphasize that through the text, lectures, assignments, and activities, students will become more skilled and knowledgeable in all four functions.

Exercise 1-D, Are You a Connector?

Principle Illustrated: Malcolm Gladwell's Tipping Points

Purpose: To illustrate the "law of the few" from Gladwell's Tipping Points.

Time Required: 20–30 minutes, depending on discussion after activity

After completing the activity, the instructor may want to reinforce the role played by connectors. According to Gladwell, the positions of influence (e.g. maven, connector, salesperson) fall to a selected few, so they should not be disappointed if they find that they are not connectors.

This activity has been adapted from Malcolm Gladwell's website.

http://www.gladwell.com/tippingpoint/tp_excerpt2.html

First, create a bank of 250 random last names. You can use a random surname generator such as those below, or simply look up names in a phone directory (say, every 100th name on every 12th page, for example).

<http://www.namegenerator.biz/last-name-generator.php>

<http://www.atlantagamer.org/iGM/RandomNames/index.php> (choose by gender or culture)

<http://random-name-generator.info/random/?n=100&g=1&st=2>

<http://www.xtra-rant.com/gennames/>

Next, hand out the list of names to students. Give them approximately 5 minutes to scan the list to see how many individuals they know whose surnames are included in the bank. "Know" means that if the student saw the person at a coffee shop, the mall, or another place, she/he would stop and say "Hi."

According to Gladwell, the average person in the classroom will likely not know more than 50 people. This activity illustrates that few of us are true “connectors,” thus highlighting the “law of the few.” Keep in mind, students may exaggerate about how many people they know.

Lead a discussion on “the law of the few.” Ask students about their reactions to the phenomenon of viral marketing. Do they agree that social influencers are key to influencing consumers? Who are the connectors in their circle of contacts, e.g., the people who seem to know everybody? Finally, ask students if they want to get to know more people and attempt to achieve the role of a connector.

Web Links

1. Principles Illustrated: The ubiquitous nature of persuasion; practicality of the study of persuasion.

Dr. Kelton Rhoads (a) provides an overview of several disciplines that study persuasive communication (<http://www.workingpsychology.com/persdisc.html>), (b) provides an interesting essay documenting the prevalence of persuasion in our lives (<http://www.workingpsychology.com/evryinfl.html>), and (c) cites examples showing the value of learning about persuasion (<http://www.workingpsychology.com/whatecan.html>).

2. Principle Illustrated: The power of propaganda.

This U.S. National Archives & Records Administration exhibit shows some interesting propaganda posters used during World War II. Good Power Point visuals. (http://www.archives.gov/exhibits/powers_of_persuasion/powers_of_persuasion_home.html).

3. Principle Illustrated: Positive aspects of persuasion.

This link from the Department of Health and Human Services provides an overview of health communication and outlines some characteristics of effective health communication messages. — (<https://www.healthypeople.gov/2020/data-source/cdc-crisis-and-emergency-risk-communication-best-practices-study>).

Test Questions

Multiple-Choice Questions

1. According to Gass & Seiter, persuasion is best thought of as

- a. a science
- b. an art
- c. a science and an art
- d. a social science

Answer: C

Page 3

2. Which of the following statements best reflects the view of persuasion offered by Gass & Seiter?

- a. On balance, persuasion probably does more harm than good
- b. Persuasion is an essential, desirable feature of human interaction
- c. Persuasion emphasizes manipulation, communication emphasizes cooperation
- d. Persuasion is a necessary, but unfortunate, fact of life

Answer: B

Page 4

3. To say that persuasion is “pervasive” means

- a. influence attempts are found everywhere you find people communicating

- ~~b. it is difficult to define what is and isn't persuasion~~
- ~~c. persuasion plays a major role in the "people" professions, but a minor or negligible role in the natural sciences~~
- ~~d. influence attempts are usually explicit or overt, rather than subtle or implicit~~

Answer: A

Pages 5-10

4. The arena in which persuasive attempts enjoy the greatest likelihood of success is

- ~~a. print media~~
- ~~b. television~~
- ~~c. cinema~~
- ~~d. interpersonal~~
- ~~e. online~~

Answer: D

Page 14

5. One reason for studying persuasion is to learn more about how and why people respond to persuasive messages. This is called the

- ~~a. attentiveness function~~
- ~~b. knowledge and awareness function~~
- ~~c. defensive function~~
- ~~d. debunking function~~

Answer: B

Page 16

6. An example of habitual persuasion is

- ~~a. arguing with a friend about an editorial in the newspaper~~
- ~~b. negotiating with your parents over how much of your tuition they should pay~~
- ~~c. claiming "the dog ate it" whenever you turn in a late assignment~~
- ~~d. asking a professor to explain why you got the grade you did on an essay~~

Answer: C

Page 16

7. The debunking function

- ~~a. helps us defend ourselves against unscrupulous influence attempts.~~
- ~~b. serves to correct erroneous perceptions about how persuasion works.~~
- ~~c. assists in making us more discriminating consumers of persuasive messages.~~
- ~~d. helps us avoid habitual or mindless persuasion.~~

Answer: B

Page 17

8. When politicians are shown drinking a beer, shopping at Wal-Mart, eating at McDonald's, or going bowling, they are employing which propaganda technique?

- ~~a. testimonials~~
- ~~b. bandwagon effect~~
- ~~c. transfer~~
- ~~d. card stacking~~
- ~~e. plain folks appeal~~

Answer: E

Page 19 (Box 1.1)

9. The debunking function of persuasion helps one to

- ~~a. arm him/herself against influence attempts by unethical persuaders~~
- ~~b. gain greater awareness about false stereotypes and myths regarding persuasion~~
- ~~c. identify different elements and features of a persuasive message~~
- ~~d. design and present a persuasive message on his/her own~~

Answer: B

Page 17

10. Which of the following best reflects the view of persuasion offered in the text?

- a. People actually aren't all that gullible or easy to persuade
- b. There is a sucker born every minute
- c. Anyone can be persuaded if you know the right button to push
- d. Persuaders know far more about persuading than researchers do about how persuasion works

Answer: A

Pages 3, 20

11. Which of the following statements about the relationship of persuasion to the arts is most accurate?

- a. Artists are the most temperamental of all persuaders.
- b. Artists are usually too wrapped up in their work to care about persuading others.
- c. Art is as much about persuasion as it is about creating aesthetic works.
- d. Art is usually created for "art's sake" and not as a means of influencing others.

Answer: C

Page 12

12. Persuasion research often produces "counter-intuitive" findings, e.g., results that are contrary to what common sense would dictate. Such findings highlight the _____ function performed by the study of persuasion.

- a. pragmatic
- b. empirical
- c. defensive
- d. debunking

Answer: D

Page 17

13. In using a tool analogy to describe persuasion, Gass & Seiter wish to show that

- a. a persuader, like a carpenter, is only as good as her/his tools
- b. it is the poor persuader (or carpenter) who blames his tools
- c. whether persuasion is good or bad depends on the purpose for which it is used
- d. specific persuasive situations call for specific persuasive tools

Answer: C

Page 19

14. Which persuasive strategy below is designed to increase consumer engagement through active participation?

- a. online advertising
- b. sentiment tracking
- c. product placement
- d. gamification

Answer: D

Page 9

15. A meta-analysis helps persuasion researchers to

- a. determine if a persuasive strategy is ethical or unethical.
- b. formulate universal generalizations regarding persuasion.
- c. identify what their persuasive goal or objective should be.
- d. reconcile previous inconsistencies in the literature.

Answer: D

Page 23

16. Which of the following generalizations drawn from persuasion research is most accurate?

- a. Current studies, from the 1970s through the 1990s, tend to contradict past studies, those from the 1940s through the 60s
- b. The results of persuasion studies have been remarkably consistent, dating back to the time of Aristotle

c. Newly developed statistical techniques have made it possible to resolve a number of previous inconsistencies in the literature

d. Research findings are largely consistent, but there are dramatic differences in theories of persuasion

Answer: C

Pages 20, 23

17. A reporter asks a politician, "Do you favor or oppose same sex couples adopting children?" The politician responds, "I'm for families. The family unit is the backbone of our society. Family bonds are vital." The politician's response best reflects which propaganda technique?

a. smoke and mirrors

b. pomp and circumstance

c. card stacking

d. glittering generalities

Answer: D

Page 19

18. Which of the following statements best characterizes persuasion, as opposed to propaganda?

a. It operates most effectively in the interpersonal arena

b. It is practiced by organized groups and institutions

c. It has a strong ideological bent

d. It tends to rely on ethically suspect methods of influence

Answer: A

Pages 14, 18

19. Which of the following statements about propaganda is most accurate?

a. Propaganda is a feature of totalitarian regimes, rather than democratic societies

b. The government uses propaganda frequently, but the private sector rarely does so

c. The term "propaganda" has a negative connotation, and is usually used in a pejorative sense

d. Propaganda tends to be political in nature, rather than religious or commercial

Answer: C

Page 18

20. According to Gass & Seiter, persuasion

a. occurs primarily in the mass media

b. is rare in the natural or "hard" sciences

c. is more common in mediated than non-mediated settings

d. occurs in a variety of non-obvious or even weird contexts

Answer: D

Page 13-14

21. Which of the following justifications for the study of persuasion do Gass & Seiter identify as most compelling?

a. Social influence is an interdisciplinary area of scholarly inquiry

b. Influence is generally manipulative

c. Persuasion is the cornerstone of many positive, pro-social activities

d. To be well paid in the "people professions," one must be able to influence others

Answer: C

Page 4

22. Word of mouth marketing (WOM) based on social networks is also known as

a. viral marketing

b. multi-modal marketing

c. branding

d. consumer-centric marketing

e. decentralized persuasion

Answer: A

Pages 5-7

23. All of the following are reasons why buzz marketing has become popular except

- a. it is more expensive than traditional media advertising
- b. it is becoming harder to reach large audiences via traditional media
- c. TiVo and digital video recorders allow viewers to ignore commercials entirely
- d. it generates its own free publicity

Answer: A

Page 5

24. Which of the following statements about buzz marketing is most accurate?

- a. Buzz marketing relies heavily on TV and print media
- b. Buzz marketing depends upon the selling power of celebrity endorsers
- c. Buzz marketing relies on word-of-mouth recommendations
- d. Buzz marketing is aimed at young, urban consumers

Answer: C

Pages 5-7

25. Buzz marketing has become a pervasive persuasion strategy because

- a. consumers prefer traditional advertisements.
- b. consumers rely on word of mouth in their social circles
- c. consumers enjoy clever advertisements and commercials
- d. consumers are comfortable with corporate-sponsored marketing

Answer: B

Pages 5-7

26. According to the "Tipping Point" theory, people who have lots of expertise and know-how are known as:

- a. connectors
- b. salespeople
- c. mavens
- d. geeks
- e. nerds

Answer: C

Page 5

27. According to Gladwell's concept of Tipping Points, a product or idea can't take off unless it has inherent appeal. This is known as

- a. gravitational pull
- b. scalability
- c. momentum magic
- d. stickiness
- e. gravitas

Answer: D

Page 6

28. Kiyoko is known by her friends as the fashion expert. She is always ahead of the curve on fashion trends. According to Malcolm Gladwell, Kiyoko would be termed a

- a. connector
- b. maven
- c. hawker
- d. salesperson
- e. trend spotter

Answer: B

Page 5

29. In regard to ethical communication, it isn't so much what strategies and tactics a persuader uses as

- a. the amount of skill she/he has

- b. the events that take place
- c. whom she/he can influence
- d. why she/he uses them

Answer: D

Page 19

30. Which of the following statements best describes the third person effect? People tend to
- a. overestimate the influence of persuasion on themselves and underestimate its effects on others
 - b. underestimate the influence of a group on an individual member
 - c. underestimate the influence of persuasion on themselves and overestimate its effects on others
 - d. underestimate the influence of the individual member on the group

Answer: C

Page 17

31. People who often provide suggestions to their circle of friends such as, “You should try it,” “You have to see this movie,” and “You need to buy it, it is the best thing yet!” are termed

- a. connectors
- b. prompters
- c. mavens
- d. salespersons

Answer: D

Page 5

32. Sentiment tracking is most closely associated with

- a. social media
- b. print advertising
- c. television advertisements
- d. word of mouth

Answer: A

Page 81.

33. Sentiment analysis is used to
- a. track users' browsing histories
 - b. analyze positive or negative language in tweets
 - c. engage in targeted marketing
 - d. promote product placements on social media
 - e. track call histories

Answer: B

Pages 8-9

34. Which of the following refers to paid content that masquerades as a news story or educational material?

- a. infotainment
- b. native advertising
- c. buzz marketing
- d. crowdsourcing
- e. viral marketing

Answer: B

Page 82.

35. According to Malcolm Gladwell's concept of “tipping points,” which influencers have large social circles and are able to disseminate a message quickly and easily?

- a. mavens
- b. trendsetters
- c. salespeople
- d. connectors

Answer: D

Page 5

36. M&Ms ad on Facebook challenged users to find a pretzel hidden among the M&Ms. The ad generated 25,000 likes, 6,000 shares, and 10,000 comments. Involving viewers in this way best illustrates

- A. bandwagon effect
- B. sentiment analysis
- C. webtracking
- D. gamification

Answer: D

Page 9

37. Compared to traditional advertising, word-of-mouth (WOM) tends to be:

- a. more expensive
- b. less effective
- c. perceived as more genuine
- d. perceived as less trustworthy

Answer: C

Pages 5, 7

Essay Questions

1. In what setting or context do influence attempts tend to be most effective? Why?
2. Provide an example of “habitual” persuasion and explain how such habitual patterns of persuasion can be overcome.
3. What do the authors mean when they say that learning about persuasion performs a “defensive” function?
4. What is the third-person effect? Provide a specific example of how it applies to persuasion.
5. Explain what the “debunking” function is as it applies to persuasion research and provide an example of an empirical finding that illustrates this function.
6. Identify one of the chief criticisms leveled against the study of persuasion and explain one of Gass & Seiter’s replies to the criticism.
7. Identify what you believe to be a modern-day example of propaganda and explain how it satisfies the characteristics associated with propaganda.
8. Use personal examples and anecdotes to defend the statement “Very little of the good that we see in the world could be accomplished without persuasion.”
9. Identify the conditions by which viral marketing is successful. Include how and why viral marketing becomes “hit or miss” in persuading others.

Chapter 2: What Constitutes Persuasion?

Key Terms and Concepts

terms closely related to persuasion

pure persuasion

borderline persuasion

source-centered views

—intent criterion (intentionality)

—intent litmus test for persuasion vs. social

—influence

—social modeling

—socialization processes

—unintended receiver effect

—difficulty of determining intent

effects criterion

—receiver-oriented definitions

—persuasion as a process vs. a product

—linear view of persuasion

—boomerang effect

free will and conscious awareness criterion

—persuasion and coercion as closely related

—unconscious criteria in decision-making

—freedom/coercion is often a matter of degree

—product planting and WOM operate at a low level

—of awareness

symbolic action criterion

—advertising relies on images more than words

—looking at text alone is fragmented

interpersonal versus intrapersonal persuasion

—self-persuasion (denial, rationalizing) is possible

Gass and Seiter model of persuasion

contextual features of persuasion

number of communicators

synchronous vs. asynchronous communication

ratio of verbal to nonverbal cues

nature and type of media

goals of the participants

—self-presentational goals

—relational goals

—instrumental goals

socio-cultural factors

Gass and Seiter definition of persuasion

Not everything is persuasion

—sneezing, tripping, torture, psychic phenomena

Dual Process models of persuasion

the Elaboration Likelihood Model of persuasion (ELM)

central route, or central processing

peripheral route, or peripheral processing

motivation to process a message

level of involvement

need for cognition

ability to process a message

central processing and persistence of

persuasion

Heuristic-Systematic Model of persuasion (HSM)

systematic processing

heuristic processing

decision rules

heuristic cues

simultaneous processing

sufficiency principle

Unimodel of persuasion

—

Chapter Summary

I. There is no clear consensus on what the term “persuasion” means:

A. Different definitions emphasize different aspects of persuasion:

B. Some definitions emphasize “pure” cases of persuasion, while others include “borderline” cases of persuasion as well. Consider the hypothetical situations in Box 2.1 (p. 31):

II. Various definitions of persuasion may be categorized according to five limiting criteria:

A. Source-oriented definitions emphasize intentionality as a defining characteristic of persuasion:

B. Some authors distinguish between persuasion and social influence, based on an intent criterion; e.g., persuasion is intentional, social influence is not:

C. Problems with relying on an intent criterion include:

1) Influence may be accidental or unconscious or may operate at a very low level of awareness:

2) Persuaders aren't always aware of their intentions:

3) Unintended receivers may be influenced by persuasive messages:

4) There are difficulties involved in determining a persuader's intent:

5) There may be intra-audience effects, e.g., receivers persuade one another:

6) An intent requirement emphasizes a linear view of persuasion:

D. Receiver-oriented definitions emphasize effects as the defining characteristic of persuasion:

E. Problems with relying on an effects criterion include:

1) An effects criterion emphasizes persuasion as a product, or outcome, rather than a process:

- 2) An effects criterion entails a linear view of the persuasion process, from the source to the receiver. In reality, influence attempts are often mutual or reciprocal.
- 3) There are inherent difficulties in measuring or assessing persuasive effects.
- 4) The success of an influence attempt depends on the point of view of the perceiver.
- F. Definitions of persuasion can be based on the amount of free choice or free will granted to receivers.
- G. Problems with relying on free choice or free will as a limiting criterion include:
 - 1) It is difficult to clearly differentiate persuasion from coercion.
 - 2) Coercion can involve positive inducements and incentives, not just negative sanctions.
 - 3) Most influence attempts contain both persuasive and coercive features.
 - 4) The degree of coerciveness is largely in the eye of the beholder.
- H. Some definitions use symbolic action as a limiting criterion for defining persuasion.
- I. Problems with limiting persuasion to symbolic action include:
 - 1) Nonverbal cues contain persuasive potential.
 - 2) Behaviors and physiological processes may hold persuasive implications.
 - 3) Limiting persuasion to symbolic action excludes a host of non-symbolic features that affect persuasive outcomes.
- J. Some definitions restrict persuasion to interpersonal (two or more) encounters, as opposed to intrapersonal processes:
 - 1) Numerous examples of self-persuasion can be found.
- III. The role of context must be considered in any definition or model of persuasion.
 - A. The context determines the nature of the persuasion process that is operating (linear, two-way, delayed, etc.).
 - B. Context-based factors that affect the nature of the persuasion process include:
 - 1) the number of communicators.
 - 2) whether communication is synchronous or asynchronous.
 - 3) the ratio of verbal to nonverbal cues that are present.
 - 4) the nature and type of media.
 - 5) the goals of the participants (self-presentational goals, relational goals, instrumental goals).
 - 6) socio-cultural factors that shape participants' message construction and perceptions.
- IV. The authors define persuasion as "one or more persons who are engaged in the activity of creating, reinforcing, modifying, or extinguishing beliefs, attitudes, intentions, motivations, and/or behaviors, within the constraints of a given communication context."
- V. A completed model illustrating the authors' definition of persuasion is found in Figure 2.3
- VI. Not all human behavior is persuasive, although nearly all human behavior carries persuasive potential.
 - [A.] It is possible to examine communication without probing into the persuasive element.
 - [B.] Although the authors' consideration for persuasive forms of communication is wide-ranging, it is also limited for purely practical reasons.
- VII. Petty and Cacioppo's Elaboration Likelihood Model (ELM) provides a useful explanation of how persuasion operates:
 - A. Central processing involves active mental effort or "issue-relevant thinking," while peripheral processing involves focusing on non-message-related cues or heuristic cues.
 - B. Whether central or peripheral processing is used depends on receivers' motivation and ability to engage in central processing.
 - C. High involvement increases receivers' motivation to engage in central processing.
 - D. High need for cognition increases receivers' likelihood of engaging in central processing.
 - E. Persuasion via the central route is more persistent, or long-lasting than persuasion via the peripheral route, and more resistant to counter-persuasion.
- VIII. Chaiken & Eagly's Heuristic-Systematic Model (HSM) of persuasion provides another useful model of how persuasion occurs:
 - A. Systematic processing is thoughtful and deliberate (analogous to central processing).
 - B. Heuristic processing relies on the application of mental shortcuts (analogous to peripheral processing).
 - 1) heuristic cues, or simply "heuristics," such as the quantity of proof or credibility, simplify the thought process
 - 2) decision rules, such as brand loyalty, simplify decision making
 - C. Both motivation and ability are determinants of the extent to which heuristic or systematic processing will be used.

D. The HSM posits that simultaneous processing is possible, e.g., both systematic and heuristic processing take place.

E. The sufficiency principle posits that individuals balance their need for systematic and heuristic processing based on the importance of the issue.

IX. Kruglanski & Thompson's Unimodel of persuasion provides an alternative perspective to the previous dual-process models on how persuasion occurs:

A. It rejects the notion of two distinct types of processing.

B. There is simply more or less processing; if one thinks more, cognitive elaboration will be higher. If one thinks less, cognitive elaboration will be lower.

D. The Unimodel has generated attention to whether and how dual processing occurs.

Exercises and Learning Activities

Exercise 2-A, What Constitutes Persuasion?

Principle Illustrated: The scope of persuasion

Purpose: To cause students to reflect on their own intuitive, "armchair" definitions of persuasion. Students should begin to think not only about how broadly or narrowly they define persuasion, but also which limiting criteria are implicit in their definitions.

Time Required: 15-45 minutes (depending on which variation of the exercise is used)

Note: This exercise works best if it is done before students have read Chapter 2. Once they have read the chapter, they are more likely to recite textbook doctrine rather than venture their own ideas and opinions.

Directions: Box 2.1 (p. 31) in the text offers seven hypothetical situations and asks about each: Is this persuasion? Listed below is a summary of the central definitional issue embodied in each situation. Break the class into groups of 4-5 students each. Require each group to reach consensus on whether persuasion has or hasn't occurred. Then bring the class back together and have the groups share their rationales for categorizing each scenario as they did. The discussion will reveal students' implicit criteria for defining persuasion.

Scenario 1: What degree of awareness or intentionality is required of senders and receivers in order to conclude that persuasion has occurred?

Scenario 2: Should the term "persuasion" be used to differentiate those influence attempts that are successful or effective from those which are unsuccessful or even counterproductive?

Scenario 3: Is persuasion limited only to "symbolic" communication or can it include "signs" and "symptoms" as well?

Scenario 4: Is all communication inherently persuasive? Is it possible not to persuade?

Scenario 5: Does persuasion require two or more persons? Does persuasion include intra-personal thought processes?

Scenario 6: Should the term "persuasion" be used if third parties, unintended parties, or anyone other than the target audience is influenced?

Scenario 7: What is the difference, if any, between persuasion, coercion, propaganda, manipulation, indoctrination, etc.?

Exercise 2-B, Definition/Conceptualization Exercise

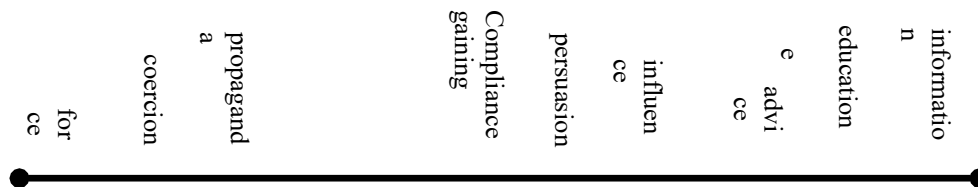
Principle Illustrated: Conceptualizations of persuasion

Purpose: To get students thinking about terms that are closely related to persuasion and the relationship of those terms to one another.

Time Required: 15-30 minutes

Instructions: Provide students with an alphabetical list of terms (we print them on 8 1/2" X 11" cardstock) related to persuasion and ask them to place each along a continuum. In addition, ask students to place what they perceive to be closely related terms closer together on the continuum, and what they perceive to be less closely related terms farther apart.

Possible terms include: advice, coaxing, coercion, compliance gaining, force, guidance, hinting, inducement, influence, information, manipulation, persuasion, propaganda, teaching. An illustration of one possible arrangement using some of these terms is provided below:



Compare students' continuums with one another. Ask them *why* they placed the terms where they did. In providing their answers, students will discover their implicit, "armchair" definitions of these terms. Their answers will provide insights into how they conceptualize persuasion and persuasion-related terms.

Exercise 2-C, Class Discussion/Lecture Supplement

Principles Illustrated: The Elaboration Likelihood and Heuristic Systematic models of persuasion

Purpose: To gain a better understanding of how and why people process and respond to persuasive stimuli.

Time Required: 5-10 minutes

Directions: After defining and explaining the principles of the ELM and HSM, test the class's understanding of the two models by asking them to identify the processing route (or routes) traveled by the receivers in the following scenarios (make sure that the class also understands *why* each person chose the route she/he did).

Situation 1: Drs. Smith and Jones are primary care physicians attending a medical supply convention to review the latest technologies and products. The first seminar they attend is geared toward infant and toddler care. The seminar's first speaker is an expert in "cradle cap" care (a condition where infants develop yellow, scaly, and oily patches of skin on their skulls), and discusses in detail the effectiveness of the latest creams, ointments, and shampoos developed to treat this condition.

Dr. Smith, who sees babies daily, listens carefully to the description of each product and ultimately decides to order several packages of Canus Lil Goats Milk Shampoo, the product proved most effective in clinical trials. Dr. Jones, on the other hand, very rarely sees babies at his practice, doesn't pay much attention to the speaker, and goes with Johnson's Baby Shampoo, telling himself that Johnson's is a "proven name."

Key: Dr. Smith followed the central route because he was able and motivated to elaborate on the information presented; Dr. Jones traveled the peripheral route because he was able but unmotivated to spend time thinking about the quality of a product he would almost never use.

Situation 2: Bianca and Brittany, two out-of-state freshmen attending Keg State University, were famished after spending the day moving into their new dorm room. The young women were in the mood for quality cuisine but had no way of knowing for sure which restaurants near the campus served good food. After surveying several eateries, Bianca suggested they eat at Gustavo's Gourmet Buffet, because the food was "very expensive." Brittany, though, said she thought the food would be best at Duke's Diner, because it was the most crowded of the restaurants they'd seen.

Key: Bianca and Brittany are forced to travel the peripheral route because they lack the information needed to make an informed decision (friends, local newspaper reviews, etc.). Bianca uses the decision rule "expensive = good" to make her decision, while Brittany uses social evidence as a peripheral cue to defend her recommendation. Central processing would be involved in they looked up and read restaurant reviews online, although simply going with a

five-star rating on Yelp.com or Urbanspoon.com could still rely on peripheral processing if they didn't read the reviews carefully.

Situation 3: Tran is a well-read, analytical fellow who likes to solve problems. Tran's best friend, DeShawn, is also extremely intelligent but doesn't like to "waste time" thinking about issues that don't directly affect him. Last Friday, the pair watched a debate on CNN between a domestic drug company representative and free market activist over how to regulate prescription drug imports for senior citizens. After carefully weighing the arguments made by both speakers, Tran decided that he agreed with the drug company representative's position that foreign drugs must be regulated for safety reasons. DeShaun, however, disagreed, saying, "The big drug companies just want profits. That's all they care about."

Key: Tran travels the central route because he has the ability to do so but also because he has a high need for cognition. DeShawn also has the ability to travel the central route but is unmotivated to do so because he does not have a high need for cognition. DeShawn therefore, relies on a decision rule (i.e., "all drug companies care about is money") to decide where he stands on the issue.

Test Questions

Multiple Choice Questions

1. Pure persuasion means

- a. all the ingredients for what most people would consider to be persuasion are present.
- b. the source succeeded in persuading the receiver completely.
- c. there are underlying motives behind the message.
- d. the sender is well-intentioned or has the receiver's best interests at heart.

Answer: A

Page 32

2. Borderline persuasion refers to

- a. influence attempts that are ethically suspect.
- b. influence attempts that are only partially successful.
- c. less traditional or obvious forms of influence.
- d. attempts to influence border patrol agents and immigration officers.

Answer: C

Page 32

3. A litmus test for distinguishing persuasion from social influence is

- a. social influence is coercive, persuasion is not
- b. social influence requires conscious awareness, persuasion does not
- c. persuasion is intentional, social influence is not
- d. persuasive is effective, social influence is not

Answer: C

Page 33

4. You see two unsavory-looking characters standing near an ATM machine and decide to go elsewhere to make a cash withdrawal. Their threatening appearance best represents

- a. pure persuasion
- b. borderline persuasion
- c. coercion
- d. third person effect

Answer: B

Page 32

5. You advise a friend to enroll in Professor Windplenty's class because "he's an easy 'A.'" A stranger in the registration line overhears you and decides to sign up for the same professor. This is an example of

- a. peripheral persuasion
- b. the “grapevine” effect
- c. the bystander phenomenon
- d. the unintended receiver effect

Answer: D

Page 34

6. A problem with a linear view of persuasion is
- a. the role of the source is ignored
 - b. the effect of the message is ignored
 - c. the possibility for mutual influence is ignored
 - d. persuasion as a product or outcome is ignored

Answer: C

Page 34

7. An effects orientation to defining persuasion emphasizes

- a. the receiver
- b. the source
- c. the message
- d. the outcome

Answer: D

Pages 34-35

8. Which two limiting criteria for defining persuasion are primarily receiver-based?

- a. intent, effects
- b. effects, free choice
- c. free choice, symbolic action
- d. intent, free choice

Answer: B

Page 34-37

9. “Persuasive communication represents any message that is intended to shape, reinforce, or change the responses of another, or others” (James Stiff, 2003). The above definition relies on which two limiting criteria?

- a. intentionality, interpersonal
- b. intrapersonal, symbolic action
- c. intentionality, free will
- d. effects, conscious awareness

Answer: A

Pages 33, 38

10. Daniel O’Keefe (2002) defines persuasion as “a successful intentional effort at influencing another’s mental state through communication in a circumstance in which the persuadee has some measure of freedom.” His definition presumes that:

- a. persuasion may be accidental
- b. persuasion must be effective
- c. persuasion must be ethical
- d. self-persuasion is common

Answer: B

Pages 34-35

11. The idea that persuasion requires free choice or free will focuses on

- a. the receiver
- b. the source
- c. the message
- d. the outcome

Answer: A

Page-35

12. The unintended receiver effect illustrates one problem with relying on _____ to define persuasion

- a. intentionality
- b. effects
- c. free will
- d. symbolic action

Answer: A

Page-34

13. What is the relationship of persuasion and coercion, according to Gass & Seiter?

- a. Persuasion is the antithesis of coercion
- b. Coercion is a subset of persuasion
- c. Persuasion is a subset of coercion
- d. Persuasion and coercion are close relatives

Answer: D

Pages 36-37

14. A definition which limits persuasion to symbolic action

- a. would say all persuasion exists in the world of words
- b. would say most behavior is persuasive in nature
- c. would say protests, marches, demonstrations, and sit-ins were part of persuasion
- d. would say physical characteristics such as height or attractiveness are part of persuasion

Answer: C

Page-37

15. Which of the following influence scenarios represents persuasion through symbolic action?

- a. Art sees a picture of a malnourished African child in his local newspaper and decides to donate \$100 to an international charity organization.
- b. A human resource executive decides not to hire a particular job candidate after learning of her criminal history.
- c. Participants in a social scientific study rate a taller speaker as more credible than a shorter speaker even though the two speakers delivered speeches of the same quality.
- d. A passer-by observes a protest march by members of People for the Ethical Treatment of Animals (PETA) and afterwards decides to volunteer to help at the local animal shelter.

Answer: D

Page-37

16. In the Gass & Seiter model, the outer circle represents _____ persuasion, while the inner circle represents _____ persuasion.

- a. pure, borderline
- b. borderline, pure
- c. symbolic, nonsymbolic
- d. free choice, free will

Answer: B

Pages 33, 39

17. The Gass & Seiter model maintains that _____ determines the nature of the persuasion process.

- a. ethnicity
- b. the message
- c. the context
- d. the source

Answer: C

Pages 39-41

18. Which of the following is the best example of synchronous persuasion?

- a. A door-to-door solicitor tries to sell a vacuum cleaner to a resident

- b. An email message encourages you to upgrade your software
- c. The envelope for a mail-in promotion proclaims, "You may already be a winner"
- d. A television commercial says a pick-up truck has the most horsepower in its class

Answer: A

Page 40

19. A preacher reminds his congregation that even though forgiving a sinner may not be easy, it is the Christian thing to do. This is an example of

- a. changing existing attitudes and beliefs
- b. creating new attitudes and beliefs
- c. reinforcing existing attitudes and beliefs
- d. extinguishing existing attitudes and beliefs

Answer: C

Page 41

20. Petty and Cacioppo's ELM postulates that there are two routes to persuasion:

- a. a pure route, and a borderline route
- b. an ethical route, and an unethical route
- c. self-persuasion and other persuasion
- d. a central route, and a peripheral route

Answer: D

Page 43

21. Which of the following groups of receivers would tend to rely less on credibility as a peripheral cue and more on the content or substance of a message?

- a. alumni of a college where a tuition hike was being considered
- b. students at a college where a tuition hike was being considered
- c. faculty at a college where a tuition hike was being considered
- d. students at a different college than the one considering a tuition hike

Answer: B

Page 43-44

22. Which group of receivers would be most likely to engage in peripheral processing?

- a. receivers with high involvement and a high need for cognition
- b. receivers with high involvement and a low need for cognition
- c. receivers with low involvement and a high need for cognition
- d. receivers with low involvement and a low need for cognition

Answer: D

Pages 43-45

23. In the terms used in the Elaboration Likelihood Model, a person low in the need for cognition is more likely to be persuaded via the _____ route to persuasion.

- a. serial
- b. parallel
- c. central
- d. peripheral

Answer: D

Page 44

24. According to the Elaboration Likelihood Model, a person with high involvement in an issue would tend to be persuaded by

- a. credibility
- b. the central route
- c. peripheral route
- d. heuristics cues

Answer: B

Page 43

25. Buying a television based on its brand name, or purchasing a product based on a celebrity endorsement are examples of

- a. systematic processing
- b. parallel processing
- c. heuristic processing
- d. central processing

Answer: C

Page 45

26. One way to help ensure a persuasive message will have a lasting effect on receivers is to:

- a. increase their intelligence
- b. increase their peripheral processing
- c. decrease their self-monitoring
- d. increase their involvement in the issue

Answer: D

Pages 43-45

27. _____ is to Chaiken & Eagly's HSM model what _____ is to Petty & Cacioppo's ELM model.

- a. heuristic processing, systematic processing
- b. systematic processing, central processing
- c. central processing, systematic processing
- d. heuristic processing, central processing

Answer: B

Page 45

28. Which of the following is the best example of asynchronous persuasion?

- a. A teenager asks her parents to purchase concert tickets for her sixteenth birthday
- b. A television commercial claims that a juicer is three times more durable than its competitors
- c. A salesperson in the fragrance department encourages you to try a new perfume
- d. The cashier at a department store asks if you would like to donate to a charity

Answer: B

Page 40

29. Central processing involves all of the following except

- a. heuristic cues
- b. cognitive elaboration
- c. greater motivation
- d. ability to process information

Answer: A

Page 43, 45

30. Beverly needs a new surround sound system. She has researched the type of system she wants and is motivated to find the best system to fit her budget. The _____ suggests that she will strive to find out as much as she can about surround sound systems, but only as much as she needs to make a decision, no more, no less.

- a. processing potential
- b. efficiency maxim
- c. information effect
- d. sufficiency principle

Answer: D

Page 45

31. The Unimodel postulates that there is one route to persuasion whereby

- a. systematic processing overrides heuristic processing

- b. there is less cognitive elaboration
- c. decision rules are the main components
- d. there is simply more or less processing

Answer: D

Page 46

32. Parents commonly instill beliefs, impart values, and model behavior for their children, without knowing they are doing so. This is an example of

- a. ulterior motives
- b. social modeling
- c. relational goals
- d. symbolic effects

Answer: B

Page 33

33. Quincy wants to speak to his professor about his last paper. He intends to challenge the professor about his grade. Shortly into the conversation, Quincy realizes he misunderstood the assignment. Rather than challenge the grade, he decides to ask for a chance to rewrite the paper. This best reflects the notion that

- a. people's goals may change during a persuasive encounter
- b. a reliance on peripheral processing rarely produces compliance
- c. a reliance on central processing rarely produces compliance
- d. people's need for identity management far outweighs other persuasive tactics

Answer: A

Page 40

34. Which of the following is not a contextual factor of persuasion?

- a. number of communicators
- b. synchronous vs. asynchronous communication
- c. degree of success
- d. ratio of verbal to nonverbal cues

Answer: C

Pages 34, 39-41

35. Which is an example of a message that would be persuasive if an individual were using central processing?

- a. A food label that highlights nutritional benefits
- b. A commercial that features a sexy model
- c. A commercial with a catchy jingle
- d. A print ad that says, "It's what the cool kids are doing!"

Answer: A

Page 43-44

36. One mother tells another, "I'm not sure what gluten or lactose are, but I'm not going to let Timmy have any just in case." The mother is using

- a. central processing
- b. parallel processing
- c. peripheral processing
- d. differential processing

Answer: C

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Essay Questions

1. What is one of the primary weaknesses of relying on intentionality as a defining characteristic of persuasion?
2. What are the limitations of using an "effects" standard as the basis for a definition of persuasion?

- ~~3. Do Gass & Seiter believe there is such a thing as self-persuasion? Why or why not?~~
- ~~4. Provide a hypothetical or real-life example of central or systematic processing, and a hypothetical example or real-life example of peripheral or heuristic processing.~~
- ~~5. Is there such a thing as “accidental” persuasion? Why or why not?~~
- ~~6. Which limiting criterion identified by Gass & Seiter do you think is most important for defining persuasion, and why?~~
- ~~7. What differences are apparent among the dual-process models and the Unimodel of persuasion?~~
- ~~8. Based on Gass and Seiter's conceptualization of persuasion, what isn't persuasion?~~

Chapter 3: Attitudes and Consistency

Key Terms and Concepts

definition of an attitude

- predispositions to respond
- evaluative dimension
- attitude object

explicit attitude measures

- Self Report Scales
 - Likert scale
 - Semantic Differential scale
- visually-oriented scales
- visual analog scale (VAS)

drawbacks to attitude scales

- social desirability bias
- non-attitudes
- mindfulness

implicit attitude measures

- implicit association test (IAT)
- affect misattribution procedure (AMP)
- evaluative priming

roundabout measures of attitude

- inferring attitudes from appearances
- inferring attitudes from associations
- segmentation analysis
- behavior
- attitude-behavior consistency (ABC)

physiological measure of attitude

- bi-directional indicators
- functional magnetic resonance imaging (fMRI)

Reasoned Action Approach (RAA)

- intention
 - behavioral beliefs and attitudes
 - normative beliefs
 - descriptive norms
 - injunctive norms

- perceived behavioral control

- actual control

persistence of attitudes

- elaboration likelihood model (ELM)
- central processing is more lasting
- peripheral processing is more temporary

associative networks

image-oriented advertising

branding

—

brand personality

- brand relationships
- aspirational
- authenticity
- cause-related marketing (CSM)
- corporate social responsibility (CSR)
- moral licensing

sloganeering

sponsorship

psychological consistency

psychological discomfort

centrality of attitudes

- denial
- bolstering
- bargaining
- differentiation
- transcendence
- attitude modification
- communicating to maintain consistency
- efficiency principle for resolving inconsistency

brand loyalty

active participation

merchandising

brand-switching

cognitive dissonance theory (CDT)

- buyer's remorse
- selective exposure
- magnitude of dissonance
- polarization of alternatives

role of self-image and culture in cognitive dissonance

dissonance paradigms

- free choice paradigm
- belief disconfirmation paradigm
- induced compliance paradigm
- effort justification paradigm

psychological reactance

- Streisand effect
 - Psychological Reactance Scale
- #### Counter-attitudinal advocacy (CAA)
- psychological commitment
 - public commitment
 - commitments that “grow legs”

Chapter Summary

I. Attitudes are central to the study of persuasion.

A. Attitudes are important because they help to predict, explain, and modify behavior.

B. An attitude is “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor.”

- 1) Attitudes are learned, not innate.
- 2) Attitudes are precursors for behavior.
- 3) Attitudes possess an evaluative dimension, e.g., degrees of favorability or unfavorability.
- 4) Attitudes always exist with respect to some attitude object: People hold attitudes toward things.

II. Explicit measures rely on standardized scales, which are widely used in the social sciences.

—A. Self-report scales measure attitudes through direct questioning.

1) Likert scales are among the most popular scales now in use because they are easy to construct and yield interval-level data.

2) Semantic differential scales, are based on connotative meanings, and are also widely used as a means of measuring attitudes.

B. Visually-oriented attitude scales are useful for helping respondents “see” where their attitudes fall on a scale or continuum.

III. Some limitations associated with attitude scales include:

A. social desirability bias, whereby respondents provide what they perceive to be socially correct answers.

B. non-attitudes, whereby respondents make up an attitude so as not to appear ignorant or uninformed.

C. mindfulness, which refers to the fact that people often aren’t consciously aware of their own attitudes.

IV. Implicit measures infer attitudes using other from other clues.

[A.] The Implicit Association Test (IAT) uses reaction time to measure positive or negative attitudes.

[B.] The affect misattribution procedure (AMP) and evaluative priming tap into attitudes people may be unable or unwilling to disclose.

C. Attitudes can be inferred from appearances; however, there is a danger of engaging in faulty sign reasoning.

E. Attitudes can be inferred from associations, although there is a risk of drawing erroneous inferences from memberships and affiliations.

1) Segmentation analysis is a technique used by marketers to target specific groups of consumers (soccer moms, Millennials, NASCAR dads).

F. Attitudes can be inferred from behaviors. Attitude-behavior consistency (ABC) is high when the attitude measures employed are truly relevant to the behaviors in question. The extent to which attitudes predict or correspond with behavior depends on a variety of factors, including the relevance of the attitudes asked about to the behaviors in question.

G. Attitudes tend to correspond more closely with behavior if/when; 1) stronger attitudes are used, as opposed to weaker attitudes; 2) multiple attitudes aren’t confused with single attitudes; 3) multiple act criteria are employed, e.g., repeated opportunities to manifest an attitude through behavior; 4) the attitude is based on personal experience; 5) the attitudes are central to the person’s belief system.

V. Physiological measures have also been used to measure attitudes. Bi-directional indicators can be problematic as they can signal positive or negative responses.

A. Pupillary response can measure heightened attention or arousal.

B. Galvanic skin response (GSR) can signal involuntary alterations in the electric conductivity of the skin’s surface.

C. Electromyogram activity (EMG) measures micromomentary facial movements.

D. fMRI measures blood flow and, presumably, cognitive activity, in different regions of the brain.

E. At present, physiological measures of attitudes aren’t highly reliable, and tend to serve as bi-directional indicators of arousal rather than attitudes.

VI. The Reasoned Action Approach (RAA) offers a practical, rational model of how persuasion occurs.

A. A person’s intention to perform a behavior is the best indicator of whether or not the person will carry out the behavior.

—B. Three key elements form a person’s intentions.

——1) Behavioral beliefs and attitudes about the behavior.

——2) Normative beliefs

——a) Descriptive norms are what people typically do.

——b) Injunctive norms refer to what people should or ought to do.

3) Perceived behavioral control involves a person’s confidence that she or he is capable of performing a behavior.

D. When all three elements are in combination, a person’s behavioral intention is shaped which guides his or her behavior. The stronger the intention, the more likely a person is to perform the behavior.

——1) Past behaviors, such as previously donating to a charity, can strengthen the intention-behavior correlation.

——2) Actual control, or actual ability, also matters.

VIII. The persistence of attitudes hinges on a number of factors.

A. Attitudes formed via central processing are more persistent, or durable, than attitudes formed via peripheral processing.

- B. Increasing receivers' involvement in an issue can promote central processing, and thereby increase the persistence of any attitudes formed.
- C. Increasing receivers' motivation or ability to attend to a message can increase the persistence of any attitudes formed.
- IX. Attitudes are related to each other in associative networks.
 - A. Individuals aren't necessarily aware of the interrelatedness of their attitudes.
 - B. Changes in one attitude or cognitive structure can bring about changes in other attitudes.
- X. Advertisers try to manufacture favorable attitudinal associations for their products.
 - A. Image-oriented advertising attempts to link positive images and idealized lifestyles to specific products.
 - B. Branding seeks to develop a unique image of a product or service in a consumer's mind.
 - 1) Brand relationships are cultivated like friendships or personal extensions.
 - 1) Aspirational branding promotes admiration for luxury brands that consumers aspire to own.
 - 2) Brand authenticity is perceived as displaying a genuine image and having a cause to promote or a story to tell.
 - 3) Cause-related marketing (CSR) links brands to pro-social activities
 - 4) Corporations promote their brand by engaging in corporate social responsibility (CSR), such as efforts to help the community or the environment.
 - C. The use of slogans is another means of fostering favorable associations with a brand.
 - D. Sponsorship is another means of fostering favorable associations with a brand.
- XI. The principle of psychological consistency provides an explanatory framework for how and why attitude change occurs or fails to occur.
 - A. Individuals strive to maintain psychological consistency among their attitudes and beliefs.
 - B. Psychological inconsistency is uncomfortable, and it motivates an individual to reduce or minimize the inconsistency.
 - C. Psychological consistency may be maintained through 1) denial—ignoring or repressing the inconsistency; 2) bolstering—finding rationalizations to support the inconsistency; 3) bargaining—negotiating a compromise with oneself over what to do; 4) differentiation—distinguishing the attitudes that are in conflict; 5) transcendence—restoring consistency by referring to a larger or higher purpose; 6) modifying—altering one or all of the attitudes that are in conflict; 7) communicating—persuading others to change or convincing others that one's attitudes and beliefs are justified.
- XII. Marketing strategies rely on basic principles of consistency theory.
 - A. Foods labeled as fat-free, low-sodium, high-fiber, etc., are designed to reinforce favorable attitudes toward eating healthy.
 - B. Fostering brand loyalty makes brand-switching psychologically uncomfortable.
 - C. Encouraging active participation on the part of consumers increases their psychological commitment.
 - D. Merchandising can also encourage brand loyalty.
 - E. Some marketing strategies seek to promote inconsistency. Brands with lower market share must encourage brand-switching
- XIII. Consistency theory can be used to enhance the effectiveness of a persuasive message.
 - A. Align your message with your audience's frame of reference.
 - B. Highlight any potential inconsistencies in receivers' attitudes and beliefs.
- XIV. Connected to the phenomenon known as buyer's remorse, cognitive dissonance theory (CDT) explains how people strive to maintain consistency following a decision or choice.
 - A. Individuals seek to minimize their regrets over decisions they have made.
 - B. They may attempt to justify their decision, to selectively expose themselves to information following the decision, or try to convince others of the wisdom of their decision.
 - C. As a form of self-justification, individuals tend to spread the alternatives after making significant decisions.
 - D. People strive to maintain a consistent image of themselves, both in their own eyes and in the eyes of others.
 - E. Dissonance can occur when a person's self-image is inconsistent with her/his beliefs, attitudes, or behaviors. In addition, dissonance can be internally or socially motivated, depending upon one's culture.
 - F. The magnitude of cognitive dissonance that is experienced depends upon four paradigms:
 - 1) free choice—if a decision is made freely, there will be more dissonance experienced.
 - 2) belief disconfirmation—if a person encounters information contrary to her/his beliefs, she/he will experience more dissonance and will engage in selective exposure or distort information contrary to her/his beliefs.

- 3) induced compliance—individuals experience less dissonance when they know that the actions they have taken have been forced.
- 4) effort justification—with more effort and sacrifice comes greater arousal of dissonance.
- G. Persuaders can tailor a persuasive message to either increase or decrease dissonance.
- XV. Psychological reactance refers to an individual's tendency to react defensively to a perceived encroachment on her/his freedom.
 - [A.] A persuader may use psychological reactance to facilitate or hinder persuasion.
 - [B.] A controlling message may create a boomerang effect where counter-behaviors are prompted.
 - [C.] Persuaders must be cautious about using controlling language when attempting to persuade.
 - [D.] Acknowledging the listeners' personal autonomy will assist persuaders in creating messages that will encounter the least resistance.
- XVI. Engaging in counter-attitudinal advocacy (CAA) can produce shifts in an individual's attitudes away from her/his original position on an issue.
 - [A.] Creating and presenting a message to others that contradicts an individual's existing attitudes will bring about a change in the direction of the counter-attitudinal position.
 - [B.] Cognitive dissonance theory (CDT) suggests that an individual must resolve the inconsistencies between her/his privately held beliefs and attitudes and her/his public behavior.
 - [C.] It is essential that individuals voluntarily engage in CAA for the technique to be effective.
- XVII. Gaining commitments, especially public commitments, is an effective tool for influence.
 - A. Reneging on a commitment is psychologically uncomfortable.
 - B. Securing a public commitment increases the likelihood an individual will follow through on a decision.
 - C. Commitments can "grow legs," meaning that once an individual becomes psychologically committed she/he will generate additional justifications for her/his decision.
 - D. Even small, relatively minor actions can increase an individual's psychological commitment to a decision.
- XVIII. Students should take care to avoid committing themselves, or allowing others to get them committed, without thinking through the consequences of their decisions.

Exercises and Learning Activities

Exercise 3-A, Attitude Scale Exercise

Principle Illustrated: Attitude Measurement

Purpose: To provide experiential learning in the design and administration of an attitude scale.

Time Required: Time 60-90 minutes of in-class time; 20-30 minutes to design the questionnaire, and another 30-40 minutes to tally and discuss the results. Out-of-class time will be required for students to actually conduct the survey.

Directions: Ask class members to think of attitudes that people might hold that would tend to "go together" or be positively related, and attitudes that would tend to be opposed, or negatively related. An easy approach is to categorize attitudes as "liberal" or "conservative" in nature. For instance, individuals with pro-life attitudes are more likely to favor school prayer and oppose mandatory sex education. Individuals who favor gun control are more likely to favor animal rights and oppose capital punishment.

Have the class design a simple, four-item, Likert-type questionnaire to see if their predictions about people's attitudes are correct. Some of the issues should "go together," while others should not. We find this exercise works best if the students come up with the issues themselves. Translate each issue into a simple declarative sentence and limit the issues to 3-5 altogether.

Before the next class meeting, have each student survey four to six people (or about 20-30 ratings per issue). The surveys can be conducted on campus, at work, at home, etc. (a random sample isn't really needed). At the next class meeting, tally the results. A simple mean for each issue can be calculated. If you, or someone else in your department has statistics background, you could calculate a Pearson r correlation. Ask the class whether people's attitudes corresponded as predicted.

Some free, online tools for calculating a Pearson r can be found at <http://www.socestatistics.com/tests/pearson/Default2.aspx>

<http://easycalculation.com/statistics/r-squared.php>

Exercise 3-B, Appearances and Attitudes

Principle Illustrated: Reliability of appearances

Purpose: To prompt students to reflect upon the extent to which appearances are indicative of attitudes.

Time required: 30 minutes

Directions: The text (see p. 56) states that appearances, along with associations and behaviors, are roundabout means of measuring attitudes. Yet appearances can be misleading. Ask students to assign a percentage, from 0–100%, based on how reliable they think the following appearance-based cues are for predicting the attitudes, behaviors, or conditions in question. Thus, an appearance-based cue perceived as having low reliability would be assigned a low percentage, while a cue with high perceived reliability would be assigned a high percentage.

1. A wedding ring is a reliable sign that a man is married.
2. Obese people have low self-esteem. Goths have low esteem.
3. Is there such a thing as Gaydar? Can you tell if a person is gay or straight, based on appearance cues? If so, how and based on which cues?
4. A person with a necklace with the initials “WWJD?” (What Would Jesus Do?) is probably a Christian.
5. A woman with a scarf or hijab on her head or covering her face is a Muslim.
6. What can be inferred about a person with multiple tattoos, piercings, or other body art?
7. Skateboarders are stoners. Surfers are stoners.
8. Skinheads hate African-Americans and Jewish-Americans.
9. Most professional body builders take steroids.
10. You see a fellow wearing cowboy boots and a cowboy hat. What products or products is he likely to prefer? Why?

Exercise 3-C, Image-Based Advertising Exercise

Principle Illustrated: Image-based advertising

Purpose: To get students to scrutinize the nature of the images and associations made by automobile manufacturers.

Time Required: 20–30 minutes of class time, plus 15–20 minutes per student of out-of-class time.

Directions: Assign students to visit any new car dealer and obtain a brochure for a particular make and model of car. These brochures are typically big, glossy full-color advertisements. Have students select a variety of types of cars for comparison: sports cars, luxury cars, sport-utility vehicles, smaller, budget-minded cars, pick-up trucks, etc.

In groups of 3–4, have students analyze the brochures to see what kinds of images and associations are being made (fun, prestige, power, family togetherness, coolness, escape, etc.). Ask students what kind of idealized lifestyle is being portrayed by each brochure. Some brochures may portray multiple lifestyles (e.g., a reliable car for commuting to and from work, and a great car for weekend get-aways).

Make a list of the images associated with different types of cars on the board. Are some images or lifestyles common to several types of cars? Are some associated with particular types of cars? Ask students if the brochures are effective. Do they make them want to own that kind of car? If so, why? How?

An alternative approach is to use commercials for new cars.

Exercise 3-D, Book of Questions Exercise

Principle Illustrated: Cognitive dissonance

Purpose: To illustrate the concept of cognitive dissonance.

Time Required: 15-20 minutes

Directions: *The Book of Questions* by Gregory Stock (New York, Workman Publishing, 1987), is chock full of questions involving moral dilemmas that produce psychological angst. Although the examples are hypothetical, of course, they can still give students a sense of the psychological discomfort one experiences when holding contradictory beliefs, or choosing between incompatible alternatives. Some examples of questions are:

1. For someone you loved deeply, would you move to a far-away country with little chance of seeing your family again?
2. Owing to a mix-up at the hospital, you discover your one-year-old child is, not yours. Would you want to exchange the child to try to correct the mistake? Would it matter if the child were an angel or a brat?
3. If you could increase your IQ by 50 points, but would have to have a hideous scar running from the corner of your eye to the corner of your mouth, would you do it?
4. Would you murder an innocent person if it would end world hunger?
5. Is there any cause you would be willing to die for?
6. Other than family members and intimates, is there any public figure you would throw yourself in front of a train to save?

Ask students what choice they would make. Ask them if making such a choice would arouse any dissonance. Ask them what strategies they might use to reduce the dissonance (see p. 64 in the text for some possibilities). Some students will say "I can't" or "I would refuse to make a choice," which reveals their inability to resolve the psychological discomfort they are experiencing.

Web Links

1. **Principle Illustrated:** Implicit Association Test (IAT). The link below allows students to take an IAT on a variety of topics, such as sexuality, disability, skin tone, religion, age, and more.

<https://implicit.harvard.edu/implicit/demo/>

2. **Principles illustrated:** Selective perception, attitude associations

3. **Principle illustrated:** Sloganeering

The article below identifies 40 of the most successful modern advertising slogans

<http://www.advergize.com/advertising/40-best-advertising-slogans-modern-brands/>

The movie, *And Now a Word from Our Sponsor*, (2013, directed by Zack Birnbaum) offers a clever take on sloganeering. An advertising executive who experiences some sort of trauma, is only able to speak in slogans. A link to the movie trailer is below. <https://www.youtube.com/watch?v=EjBPypg2TTA>.

Video clip about the changing nature of slogans, as a tool for emotional marketing

<https://www.youtube.com/watch?v=OCaKrViGNtw>

This site, owned and operated by public relations and marketing "maven" Timothy Foster, contains more information about and lists of slogans than you can shake a stick at (he even has a special section titled "for students and educators")!

<http://www.adslogans.co.uk/index.html>

4. Principle illustrated: Political Communication, advertising, attitude associations

*This site, operated by the Institute for Communication Research at Stanford University, contains political advertisements from the 2008 presidential campaign.
<http://pel.stanford.edu/campaigns/2008/>

5. Principle illustrated: Cognitive dissonance

The article below talks about Christine Maggiore, an AIDS denier, who claimed HIV is not the cause of AIDS. She refused any medication for her daughter, Eliza Jane, during pregnancy or after her birth. Her daughter died of an HIV-related illness, but that didn't change Maggiore's mind. Ask students to consider how Maggiore dealt with information and evidence contrary to her belief system.

<http://www.sciencebasedmedicine.org/christine-maggiore-and-eliza-jane-scovill-living-and-dying-with-hiv-aids-denialism/>

The article below discusses the role of cognitive dissonance in the climate change debate. It provides an example illustration of the polarization. The

<http://dgnnewservice.org/2012/05/28/climate-change-denialism-due-to-cognitive-dissonance-rather-than-scientific-illiteracy/>

When people change religions, they experience cognitive dissonance. Consider, for example, the case of Libby Phelps, who left the Westboro Baptists Church (famous for their slogan "God hates fags!"). Her grandfather, Fred Phelps, is the head of the church.

http://www.huffingtonpost.com/2013/04/16/libby-phelps-alvarez-gay-advocacy_n_3093767.html

Asks students how defectors, whistleblowers, religious converts, and others cope with the dissonance they may experience by leaving one group for another?

Helpful discussion of principles of cognitive dissonance

<http://psychohawks.wordpress.com/2010/09/01/cognitive-dissonance-made-easy/>

Noted author and professor of communication, Em Griffin, gives an overview of cognitive dissonance theory on this webpage:

<http://www.afirstlook.com/archive/cogdiss.cfm?source=archther>

Test Questions

Multiple Choice Questions

1. A defining feature of attitudes is that they are

- a. evaluative
- b. instinctive
- c. fleeting
- d. unmeasurable

Answer: A

Page 52-53

2. Babbs tells her friend Delilah that she can't stand her drama teacher because he is so mean. Who or what is the attitude object?

- a. Babbs
- b. Delilah
- c. the drama teacher
- d. the role of "friend"

Answer: C

Page 53

3. Which statement best characterizes the relationship between attitudes and behavior?

- a. Attitudes correlate with behavior little, if at all
- b. In general, attitude-behavior correlations are quite low
- c. Attitudes correlate with intentions, but not behavior
- d. stronger attitudes are better predictor of behavior

Answer: D

Page 59

4. Because people don't want to appear unintelligent or uninformed, some respondents in public opinion polls will make up a position on an issue. This problem is known as

- a. mindfulness.
- b. attitude-behavior consistency.
- c. playing the pollster.
- d. non-attitudes.

Answer: D

Page 55

5. What type of attitude scale is depicted below?

Same Sex Marriage

Good: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Bad
 Unethical: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Ethical
 Wrong: _____ : _____ : _____ : _____ : _____ : _____ : _____ : Right

- a. Likert
- b. Thurstone
- c. Guttman
- d. Semantic Differential

Answer: D

Page 54

6. What type of attitude scale is depicted below?

“Marijuana should be legalized for medicinal uses.”

 strongly — moderately — neutral/ — moderately — strongly
 disagree — disagree — no opinion — agree — agree —

- a. Likert
- b. Thurstone
- c. Guttman
- d. Semantic Differential

Answer: A

Page 54

7. Marketing brands to specific niche groups, such as waitress moms, NASCAR dads, or late breaking gays, is known as

- a. layering
- b. multimodal marketing
- c. segmentation analysis
- d. trendspotting
- e. sentiment tracking

Answer: C

Page 57

8. During a job interview, Jack is asked, “Have you ever laughed at a sexist joke?” Jack is sure he has, on occasion, but he answers, “Not that I can recall. Certainly not in the workplace.” Jack is exhibiting

- a. mindfulness
- b. selective exposure
- c. nonattitudes
- d. social desirability bias

Answer: D

Page 55

9. Although you don't know him well, you know that your neighbor, Roy, belongs to the Alt Right movement and is an NRA member. Decals on his car bumper say so. So you suspect he will not be happy to learn that a same-sex couple bought the house next to him. You are

- a. inferring attitudes from behavior
- b. inferring behavior from attitudes
- c. inferring attitudes from appearances
- d. inferring attitudes from associations

Answer: D

Page 57

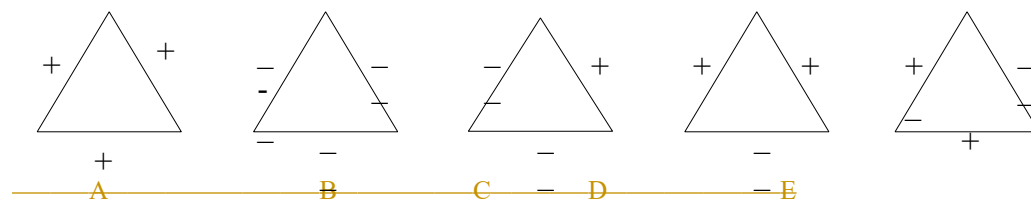
10. Brands that are handmade, organic, or artisanal rely on which approach?

- a. sloganeering
- b. authenticity
- c. buzz marketing
- d. aspirational branding
- e. sponsorship

Answer: B

Page 64

11. Loretta loves her parents. She also loves her boyfriend, Dion. But her parents don't approve of Dion. Which triad of attitudes best reflects this scenario? (assume Loretta is in the lower left corner)



Answer: A

Page 67

12. A problem with many physiological measures of attitude, such as GSR, EMG, and ERP is that they

- a. cannot overcome social desirability bias or acquiescence bias
- b. are bidirectional indicators, and may signal positive or negative reactions
- c. can only measure negative attitudes or unfavorable reactions to things
- d. can only measure positive attitudes, or favorable reactions to things

Answer: B

Page 58

13. According to the Reasoned Action Approach, the best predictor of a person's behavior is

- a. the person's attitude towards the behavior
- b. the person's intention to perform the behavior
- c. the person's normative beliefs about the behavior
- d. the person's evaluation about the result of the behavior

Answer: B

Page 60

14. According to the Reasoned Action Approach, injunctive norms:

- a. describe what people generally or typically do
- b. recommend what people should or should not do
- c. refer to behaviors people cannot control
- d. refer to behaviors people can control

Answer: B

Page 60

15. Brands that ordinary people can only dream of owning one day are

- a. authentic brands
- b. aspirational brands
- c. lifestyle brands
- d. iconic brands

Answer: B

Page 64

16. Which of the following situations would tend to cause the most psychological inconsistency?

- a. Fifi likes cats, Fifi's boyfriend is Tad, Tad dislikes cats.
- b. Fifi dislikes dogs, Fifi's boyfriend is Tad, Tad dislikes dogs.
- c. Rex is a smoker, Rex's girlfriend is Sasha, Sasha is a smoker.
- d. Rex hates fraternities, Rex dislikes Nate, Nate belongs to a fraternity.

Answer: A

Page 66

17. Which of the following situations would tend to be the most psychologically comfortable?

- a. Trudy dislikes tattoos, Trudy's boyfriend is Chet, Chet has several tattoos.
- b. Kramer likes karate, Kramer's girlfriend is Nina, Nina dislikes karate.
- c. Zack dislikes guns, Zack dislikes Morton, Morton owns a number of guns.
- d. Hiram likes Chihuahuas, Hiram dislikes his neighbor, his neighbor owns a Chihuahua.

Answer: C

Page 66

18. Which of the following situations would tend to result in the greatest psychological inconsistency within an individual?

- a. A shopper buys a different brand of catsup than she usually gets, because she has a coupon for \$1.00 off the different brand.
- b. A divorced woman in her late 40s wants to marry a man she has been dating. He wants to have children, though, and she doesn't want to go through a pregnancy at her age.
- c. An employee takes a racy calendar down from the wall of his cubicle because the manager says it violates company policy.
- d. A vegetarian customer orders vegetable soup in a restaurant. After the customer finishes the soup, the food server apologizes profusely and informs the patron that the soup was made with beef stock.

Answer: B

Pages 66

19. Cognitive dissonance is known as a/an

- a. post-decision theory.
- b. central processing route.
- c. all or nothing phenomenon.
- d. intra-personal persuasion theory.

Answer: A

Page 71

20. When companies donate to charities or sponsor causes, they are engaging in

- a. faux philanthropy
- b. organizational ingratiation
- c. philanthropic deception

~~d. corporate social responsibility~~

Answer: D

Page 64-65

~~21. Researchers have found that before buying a new car, consumers tend to look at ads for all makes and models of cars. However, once having purchased a car, consumers tend to read only ads for the kind of car they purchased. This tendency best illustrates the phenomenon known as~~

~~a. selective attention.~~

~~b. selective exposure.~~

~~c. selective perception.~~

~~d. selective retention.~~

Answer: B

Page 72

~~22. An individual tends to experience more cognitive dissonance when engaging in behavior that is contrary to his/her beliefs if~~

~~a. the person is ordered to do so by another.~~

~~b. the person is promised a sizable reward for doing so.~~

~~c. the person is threatened with a harsh punishment for not doing so.~~

~~d. the person does so on his/her own volition.~~

Answer: D

Page 73

~~23. While visiting a friend's house, a delinquent teen takes several valuable baseball trading cards from a collection belonging to the friend's father. The teen tells himself, "I'm not stealing them, I'm just borrowing them for a while." The teen is engaging in~~

~~a. denial.~~

~~b. bolstering~~

~~c. reinforcing~~

~~d. differentiation~~

~~e. transcendence~~

Answer: D

Page 67

~~24. The idea of commitments "growing legs" means~~

~~a. once we realize what we've committed ourselves to, we want to run away~~

~~b. if we aren't willing to commit to others, our relationships won't develop or survive~~

~~c. people think of lots of additional reasons for doing something before they do it~~

~~d. people tend to remain committed to a decision, even if circumstances change~~

Answer: D

Pages 75

~~25. An effective approach when using counter-attitudinal advocacy to change another's attitudes or behavior is~~

~~a. to require the persuadee to engage in counter-attitudinal behavior~~

~~b. to restrict the range of alternatives available to the persuadee~~

~~c. to ask the persuadee to write down or role-play a counter-attitudinal message~~

~~d. to offer the persuadee a monetary reward for engaging in out-of-role behavior~~

Answer: C

Pages 74-75

~~26. You have just eaten dinner at a very chic, expensive restaurant. Which theory predicts that the more you paid for the meal, the more you will convince yourself the meal was delicious?~~

~~a. Elaboration Likelihood Model (ELM)~~

~~b. Heuristic-Systematic Model (HSM)~~

~~c. Cognitive Dissonance Theory~~

~~d. Theory of Reasoned Action (TRA)~~

~~e. Counter-Attitudinal Advocacy (CAA)~~

~~Answer: C~~

~~Page 73~~

~~27. Whether a particular brand is considered cool, nerdy, elegant, sexy, or fun refers to~~

- ~~a. brand awareness~~
- ~~b. brand loyalty~~
- ~~c. brand personality~~
- ~~d. brand ethos~~

~~Answer: C~~

~~Page 64~~

~~28. Which persuasion theory views intention as the best predictor of behavior?~~

- ~~a. heuristic-systematic model (HSM)~~
- ~~b. elaboration-likelihood model (ELM)~~
- ~~c. reasoned action approach (RAA)~~
- ~~d. reinforcement-expectancy theory (RET)~~

~~Answer: C~~

~~Page 60~~

~~28. Todd has trained for months to run a marathon and has followed a strict diet. When Todd's coach finds him snacking on donuts and neglecting his exercise regimen just days before the race, Todd tells his coach, "No one is perfect. We all give into temptation every once in a while." Todd is engaging in~~

- ~~a. bolstering.~~
- ~~b. denial.~~
- ~~c. communicating.~~
- ~~d. transcendence.~~

~~Answer: D~~

~~Page 67~~

~~29. A city wants dog owners to pick up, bag, and dispose of their pets' poop when taking them on walks. Which of the signs below is most likely to get dog owners to comply?~~

- ~~a. "Please clean up after your pooch"~~
- ~~b. "Pick up after your dog. It's the law!"~~
- ~~c. "Don't you dare leave your dog's poop laying here."~~
- ~~d. "Do not fail to dispose of dog litter properly."~~

~~Answer: A~~

~~Page 74~~

~~30. Counter-attitudinal advocacy suggests that after having a person create and present a message that is at odds with her/his existing attitudes, she/he is more likely to~~

- ~~a. strengthen her/his pre-existing attitudes~~
- ~~b. shift her/his attitudes in the direction of the position advocated~~
- ~~c. keep her/his pre-existing attitudes as is~~
- ~~d. become more negative toward his/her previous position and toward the new position~~

~~Answer: B~~

~~Pages 74-75~~

~~31. Mindy signed up for a local lifeguard class that required two full days of training at a cost of \$150. Unfortunately, she got sick and could not complete the second day of training. The fee was non-refundable, and the class was only offered once every six months. Instead of giving up, Mindy signed up for another weekend long-workshop offered 25 miles away at a cost of \$200. Mindy's actions best illustrate that~~

- ~~a. commitments can "grow legs"~~
- ~~b. counter-attitudinal advocacy is effective when voluntary in nature~~
- ~~c. attitudes formed via central processing are more persistent~~
- ~~d. perceived encroachments on freedom may prompt a backlash~~

Answer: A

Pages 75

32. According to the Reasoned Action Approach, an effective approach when attempting to persuade a person to engage in healthy eating would be to

- a. restrict the person's food choices to elicit psychological reactance
- b. limit the person's control over meal planning and preparation
- c. bolster the individual's perceived behavioral control over his/her eating habits
- d. emphasize that external factors, such as the cost or availability of healthy food mean nothing. The desire to lose weight comes from within.

Answer: C

Pages 60-61

33. The issue of mindfulness is a concern when relying on self-reports because

- a. respondents want to abide by socially acceptable norms of conduct
- b. respondents tend to respond in favor of the position they think the researcher advocates
- c. respondents are caught off guard when they contemplate their own attitudes
- d. respondents do not know their own minds

Answer: D

Page 55

34. Finding additional reasons for a bad decision, or providing rationalizations for a risky decision, involve

- a. denial
- b. bolstering
- c. differentiation
- d. fortifying
- e. romanticizing

Answer: B

Page 67

35. A stock investor has just lost a huge sum in the stock market meltdown. The investor tries to relieve the mental stress by telling himself, "I guess I'll have to chalk it up to experience. I'll learn from this mistake and I'll be a better person because of this." The investor is using which method of maintaining consistency?

- a. denial
- b. resistance
- c. transcendence
- d. romanticizing

Answer: C

Page 67

36. If something is forbidden, it becomes all the more desirable. This tendency, also known as "reverse psychology," is called:

- a. polarization of alternatives
- b. parallel processing
- c. card stacking
- d. psychological reactance

Answer: D

Pages 73-74

37. Brands that promote "Donate a portion of their profit to end sweatshop labor, stop human trafficking, or end child labor" are using:

- a. brand engineering
- b. brand authenticity
- c. brand loyalty
- d. aspirational branding
- e. cause-related marketing

Answer: E
Page 64-65

38. The phenomenon known as _____ holds that small symbolic gestures, such as liking a post or re-tweeting a message, can demotivate individuals from donating or volunteering in more substantive ways.

- A. donor fatigue
- B. faux philanthropy
- C. cognitive dissonance
- D. moral licensing
- E. Bono effect

Answer: D
Page 65

39. A teen is considering whether she should start vaping. Which of the following best illustrates “normative beliefs” within the Reasoned Action Approach?

- a. she believes vaping causes lung cancer
- b. she believes vaping is addictive
- c. she believes she could quit vaping if she wanted to
- d. she believes her friends think vaping is cool

Answer: D
Page 60

Essay Questions _____

1. What is one of the chief drawbacks to relying on associations as a means of inferring another's attitudes?
2. Identify two factors or circumstances that increase the likelihood that attitudes will coincide with actual behavior.
3. The Reasoned Action Approach offers a rational model of the persuasion process. Agree or disagree with the RAA's assumption that a person's intention to perform a behavior is the best indicator of whether or not the person will carry out said behavior.
4. You want to instill a favorable attitude in a child toward wearing a bicycle helmet. How can you accomplish this in such a way that the message won't wear off after a short while?
5. What is counter-attitudinal advocacy (CAA), and how can a persuader maximize its effectiveness as a persuasive strategy?
6. Identify a commercial or advertising campaign that seeks to create psychological consistency or inconsistency. How does it go about doing it?
7. Biff thinks of himself as a non-racist person. However, at a party someone tells a racist joke and he laughs at it out loud. How might Biff go about trying to reduce the psychological inconsistency between his attitude of himself and his behavior?
8. Provide a specific example of how commitments can “grow legs.”

Chapter 4: Credibility

Key Terms and Concepts

charisma	secondary dimensions of credibility
ethos	—dynamism or extroversion
celebrityocracy	—composure
Q-score	—sociability
third-person effect	credibility as a peripheral or heuristic cue
brand equity	credibility and involvement
match-up hypothesis	prior identification of source expertise
meaning transfer perspective	sleeper effect
celebrity endorsers	—discounting cue
source credibility	—disassociation
—receiver-based construct	—absolute versus relative sleeper effect
—multidimensional construct	image management
—situational or contextual phenomenon	image restoration
—dynamic nature of credibility	Impression Management Theory
factor analysis	facework
primary dimensions of credibility	enhancing credibility
—expertise	goodwill
—halo effect	likeability or L-factor (Box 4.2, p. 96)
—trustworthiness (a.k.a. character)	powerless style of communication
—goodwill (e.g. perceived caring)	

Chapter Summary

I. Ethos or credibility is a key ingredient in persuasion.

- A. Advertisers frequently rely on celebrity endorsers to boost their company's image.
- B. A Q-score is a measure of an endorser's selling power.
- C. The third-person effect refers to people's tendency to think they are less persuadable than others.
- D. An effective endorser will increase brand equity, or the value attached to the brand.
- E. The match-up hypothesis proposes that a celebrity "fit" the brand she/he endorses.
- F. The meaning transfer perspective supports the match-up hypothesis on the grounds that the celebrity endorser projects his/her public persona onto the brand, thus creating identification with consumers.
- G. If a celebrity endorser becomes embroiled in a scandal, the sponsor's image may suffer as well.

II. Credibility can be defined as "judgments made by a perceiver concerning the believability of a communicator" (O'Keefe, 1990). This is extended to include institutions as well.

- A. Credibility is a receiver-based phenomenon. It exists in the eye of the beholder.
- B. Credibility is a multidimensional construct; credibility isn't one thing; it is a composite of several different factors.
- C. Credibility is situational or contextual. Communicator credibility may vary from one situation to the next.
- D. Credibility is dynamic. It can change over time, even during a single persuasive message.

III. Factor analytic studies have identified several underlying dimensions of credibility.

- A. Primary dimensions of credibility are nearly universal.
 - 1) Expertise (competence, qualification) is one of the primary dimensions of credibility. Of the three primary dimensions, expertise usually plays the most important role.
 - a) The halo effect allows people to carry their credibility to unrelated fields such as an athlete endorsing a pizza chain.
 - 2) Trustworthiness (character) is one of the primary dimensions of credibility.
 - 3) Goodwill (perceived caring) is one of the primary dimensions of credibility.
- B. Secondary dimensions of credibility tend to be more situation-specific.
 - 1) Dynamism or extroversion refers to the energy level or enthusiasm of a source.
 - 2) Composure refers to how calm, cool, and collected a source is.
 - 3) Sociability refers to how likeable, friendly, and good-natured a source is.
- C. Empirical research suggests these underlying dimensions are highly applicable to real-life settings.

IV. Credibility tends to function as a peripheral or heuristic cue in persuasion.

- A. Receivers with low involvement are more likely to rely on credibility.
 - B. Receivers with high involvement are less likely to rely on credibility, and more likely to scrutinize message content.
- V. To maximize credibility's effectiveness, a source's qualifications must be identified prior to a persuasive message.
- VI. The "sleeper effect" refers to a situation in which a message attributed to a lower credibility source becomes more persuasive over time compared to a message attributed to a high credibility source.
- A. A discounting cue has the potential to prevent message effectiveness.
 - B. The sleeper effect operates through a process of disassociation, whereby a message becomes separated from its source in the minds of receivers.
 - C. Although it has been empirically documented in laboratory settings, it is difficult to produce an absolute sleeper effect in real-world settings.
 - D. Studies have found a relative sleeper effect in which both messages have lost favor over time, but the high-credibility message has lost far more favor than the low-credibility message.
- VII. The concept of credibility can be extended to organizations and institutions as well.
- [A.] Institutions carry out public relations campaigns to manage their public image.
 - [B.] Departments, divisions, and staffs have been assigned the duty of maintaining an organization's credibility.
 - C. Corporations and other institutions whose images have been tarnished by scandal or adverse circumstances, must engage in image restoration strategies.
- VIII. In interpersonal settings, the concept of credibility can be likened to Impression Management Theory and facework.
- [A.] Impression Management Theory explains how a person tries to project a positive self-image to others.
 - [B.] In attempting to project a favorable image, individuals persuade others to see them a certain way while they are simultaneously vulnerable to influence attempts by others.
 - C. Facework involves negotiating one's social standing and social worth in the eyes of others.
 - D. Impression management and facework are inherently persuasive inasmuch as they entail goal-directed communication.
- IX. Ten guidelines are offered in order to enhance one's credibility as a persuader.
- A. Be well-prepared and well-organized.
 - B. Cite evidence for your position and cite the sources for your evidence.
 - C. Explain your background and qualifications to your listeners prior to presenting a message.
 - D. Establish trustworthiness by demonstrating that you have your listeners' interests at heart.
 - E. Display goodwill (perceived caring) toward your audience.
 - F. Improve your likeability, or your L-factor, by conveying warmth and immediacy.
 - G. Adopt a language style suitable to your audience and the occasion.
 - H. Avoid a powerless style of communication: "ums" and "uhs," tag questions, qualifiers, and hesitations.
 - I. Create identification by emphasizing your similarities with your listeners.
 - J. Increase receiver involvement in order to counter perceptions of low credibility.
 - K. Secure the endorsement of a high-credibility source.

Exercises and Learning Activities

Exercise 4-A, Who's Got Charisma?

Principle Illustrated: Credibility as a perceptual phenomenon

Purpose: To illustrate that credibility is in the eye of the beholder, and to prompt students to reflect on their own implicit notions about what constitutes charisma, ethos, and credibility.

Time Required: approximately 15 minutes

Directions: This exercise should be used as an icebreaker to introduce the chapter on credibility. The exercise works best if students have not yet read the chapter.

Ask students to write down the names of the three most charismatic living persons they can think of. The instructor should avoid giving a precise definition of charisma, but if students require clarification the instructor can say, "People with charisma command respect. They're the kind of individuals we look up to and follow."

Go around the room and ask students the names they wrote down. Record “hatch marks” (///) for the different categories the names fall into using a frequency table such as the one shown below.

	Female	Male
Athlete or sports figure		
Attorney or judge		
Business executive		
Friend, relative, or family member		
Journalist or media commentator		
TV or movie celebrity		
MD or scientist		
Politician or government official		
Religious leader		
Teacher or educator		
Other		

Discuss the results with the class, using the following stimulus questions: Was everyone in agreement about who possesses charisma? If there were disagreements, ask why. Was one sex favored over another? If so, what does that say about the amount of respect and prestige accorded each sex in our society? Which occupations or professions were identified most frequently? Which were identified least frequently, or not at all? What do the answers to the last two questions reveal about the value our society places on different professions or career paths?

Exercise 4-B, Famous Folks' Credibility Ratings

Principle Illustrated: Differences in the three primary dimensions of credibility

Purpose: To demonstrate that a source who is high in one credibility dimension may not be high in another dimension.

Time Required: approximately 15-20 minutes

Directions: Ask students to rate each of the public figures below (feel free to substitute names here) on a scale of 1-7, with 1 as the lowest rating and 7 as the highest. Record the ratings on the board or a projector screen. Who was rated highest in the first primary dimension, competence? Who was rated lowest? Were any of the sources who were rated high in competence rated low in trustworthiness or goodwill? Which source had the highest ratings across the board, e.g., in all three dimensions?

	Competence	Trustworthiness	Goodwill
Steven Spielberg			
Ellen DeGeneres			
Elizabeth Warren			
Sarah Huckabee Sanders			
Angelina Jolie			
Mark Zuckerberg			
Donald Trump			
Kim Kardashian			
Clint Eastwood			
Kanye West			

Exercise 4-C, Credibility Booster Exercise

Principle Illustrated: Credibility enhancement

Purpose: To provide students with practice in boosting their credibility before a simulated target audience.

Time required: 30 minutes

Directions: Divide the class into groups of 4-5 students each. Provide the groups with the following scenario:

You are the property manager of a retirement center for senior citizens. Most of the seniors who live there are between 65-85 years of age. While the residents are not poor, most of them live on fixed incomes and have to watch their money carefully.

Your job is to convince the residents that they should pay \$70 each to have a new state-of-the-art smoke detector and carbon monoxide detector installed in their living quarters. In order to get the best price, all the units in the complex must be upgraded at the same time by the same company. Thus, you need to convince all the residents to pay for the upgrade at once, not just a few.

You are addressing the group in a large meeting room with most of the residents in attendance. How would you go about convincing them to pay for the needed upgrades, and what specifically would you do to enhance your credibility before this group?

Let the groups work on their strategies for 15 minutes. Then have each group share their strategies with the class. The instructor can refer to pp. 86-87 of the text for advice on how to build credibility. Possible strategies might include:

1. Enhancing one's perceived expertise by citing evidence and qualified sources (statistics on the risks of fires and carbon monoxide poisoning, dollar values of property losses from fires, evidence of the effectiveness of smoke and CO detectors, etc.).
2. Demonstrating one has the residents' interests at heart ("All costs go toward the improvements; the property management company isn't profiting from the upgrades.").
3. Adapting one's language style to seniors (not calling them "old," or implying they are feeble, senile, etc.).
4. Adopting an assertive language style, as opposed to a powerless language style ("We need to act quickly. We're risking people's lives and property each day we delay.").
5. Emphasizing similarities with the seniors ("I too have sentimental, nostalgic items I've saved over the years that could never be replaced.").
6. Having a resident who is well-respected and admired introduce you.

Web Links

1. Principle Illustrated: Successful endorsers

<http://www.usatoday.com/picture-gallery/money/business/2013/06/09/top-celebrity-and-mascot-endorsers-by-social-media-buzz/2401877/>

Michael Jordan still rakes in \$80 million per year in endorsement deals.

<http://www.forbes.com/sites/kurtbadenhausen/2013/02/14/how-michael-jordan-still-earns-80-million-a-year/>

Tiger Woods has recovered much of the endorsement money he lost. In 2013, he made \$78.1 million in prize money, endorsements, and appearance fees.

<http://www.forbes.com/sites/kurtbadenhausen/2013/06/05/tiger-woods-is-back-on-top-of-the-worlds-highest-paid-athletes/>

2. Principle illustrated: The pitfalls of celebrity endorsements. This link gives some examples of how scandals have cost celebrities their endorsement deals

http://www.huffingtonpost.com/2013/06/26/celebrities-lost-endorsement-deals-paula-deen_n_3505534.html

Another link on the top celebrity scandals of 2013

<http://www.ranker.com/list/2013-celebrity-scandals-list/celebrity-events>

3. Principle Illustrated: The Match-up Hypothesis. The links below highlight endorsement deals that went wrong. Ask students whether they think the celebrity was a good fit for the brand or not. Ask if they can think of other endorsers who don't fit a particular brand well?

http://www.cracked.com/article_17249_the_5_most_ill_advised_celebrity_endorsements_ever.html

<http://www.buzzfeed.com/katienotopoulos/15-celebrity-endorsements-gone-horribly-wrong>

4. Principle illustrated: How social scientists and others measure credibility.

*The link below is to Communication Professor James McCroskey's Source Credibility Scale.

http://www.jamesemccroskey.com/measures/source_credibility.htm

Q-Scores is a company that measures the status and selling power of endorsers and brands. Although a subscription is required to access all their data, much is available for free online. See, for example, the Media Resources tab.

<http://www.qscores.com/home/Media-Resources.aspx>

Recommended Reading

McCroskey's original, landmark article on credibility is available online at:

<http://www.jamesemccroskey.com/publications/22.htm>

Test Questions

Multiple Choice Questions

1. Which of the following statements regarding the use of celebrity endorsers is most accurate?

- a. Most television commercials rely on celebrity endorsers
- b. Celebrity endorsers are not persuasive when they endorse products outside their area of expertise
- c. Male celebrity endorsers are more effective than female celebrity endorsers
- d. Negative publicity for an endorser can also tarnish the sponsor's image

Answer: D

Pages 85-86

2. Whether a source possesses credibility is determined primarily by

- a. the source
- b. the message
- c. the receiver
- d. the media

Answer: C

Page 86

3. All of the following are true about credibility except

- a. credibility is a perceptual phenomenon
- b. credibility is situational or contextual
- c. credibility is fixed and unchanging
- d. credibility is multidimensional

Answer: C

Page 87

4. Which of the following statements regarding credibility is false?

- a. Credibility is a multi-dimensional construct
- b. Credibility is in the eye of the beholder
- c. Credibility is situation-specific
- d. Credibility can't be measured.

Answer: D

Pages 87-88

5. The fact that a source's credibility can change throughout a speech, a campaign, or even over a greater period of time reveals that

- a. credibility is random
- b. credibility is dynamic
- c. credibility is situational
- d. credibility is evolutionary

Answer: B

Page 87

6. Simon Cowell is known for humiliating contestants by criticizing their singing ability and even their physical appearance. Yet many viewers think he is a good judge of talent and that his scathing comments, while sometimes cruel, are also on target. Simon would best be described as:

- a. high in all three primary credibility dimensions
- b. high in expertise and high in sociability
- c. high in expertise and low in goodwill
- d. low in expertise and high in trustworthiness
- e. low in expertise and low in goodwill

Answer: C

Pages 89-90

7. The dapper Tim Gunn, from *Project Runway*, may know a lot about fashion, but he knows nothing about how to operate a submarine. This best illustrates the fact that:

- a. credibility is a receiver based phenomenon
- b. credibility is a multidimensional concept
- c. credibility is situational or contextual
- d. credibility is dynamic

Answer: C

Pages 87

8. According to the most recent research by McCroskey and Teven (1999), there are _____ primary dimensions of credibility.

- a. two
- b. three
- c. five
- d. six

Answer: B

Page 88

9. The primary dimensions of credibility are

- a. charisma, ethos, and credibility.
- b. expertise, competence, and qualification.
- c. competence, trustworthiness, extroversion, composure, and sociability.
- d. expertise, trustworthiness, and goodwill.

Answer: D

Pages 87-90

10. An ad on a cable TV channel states, "We use only genuine, certified psychics!" This claim illustrates the importance of which dimension of credibility?

- a. trustworthiness
- b. expertise
- c. composure
- d. dynamism

Answer: B

Page 89

11. Advertisements which display the “As Seen On TV” logo, or ads in the phone directory which display the Christian “*ichthys*” symbol, are attempting to bolster which credibility dimension?

- a. trustworthiness
- b. expertise
- c. sociability
- d. dynamism

Answer: A

Page 89-90

12. According to McCroskey and Teven (1999), which credibility dimension is synonymous with perceived caring, that is, taking a genuine interest in the listener?

- a. trustworthiness
- b. expertise
- c. dynamism
- d. goodwill

Answer: D

Page 90

13. In general, which primary dimension of credibility is thought to have the greatest impact on a persuasive message?

- a. trustworthiness
- b. expertise
- c. dynamism
- d. goodwill

Answer: B

Page 90

14. In a political debate, a politician who keeps a cool head even when attacked by an opponent or when asked a tough question by the moderator, is exhibiting

- a. trustworthiness.
- b. expertise
- c. sociability
- d. composure

Answer: D

Page 90

15. Based on the Elaboration Likelihood Model, credibility generally functions as a _____ in persuasion.

- a. peripheral cue
- b. central cue
- c. parallel cue
- d. primary cue

Answer: A

Page 92

16. Credibility tends to exert a greater influence on receivers when

- a. receiver involvement is high
- b. receiver involvement is moderate
- c. receiver involvement is low
- d. the topic or issue is important to receivers.

Answer: C

Page 92

17. The situation in which a message presented by a high credibility source becomes less persuasive over time, while a message from a low credibility source becomes more persuasive over time, is called

- a. the dark horse phenomenon.

- b. message decay.
- c. the sleeper effect.
- d. the snowball effect.

Answer: C
Pages 92-94

18. Which of the following statements regarding an absolute sleeper effect is most accurate?

- a. While it can be created in a laboratory setting, it would be extremely difficult to reproduce in real life.
- b. While it is difficult to reproduce in a laboratory setting, it happens all the time in real life.
- c. It happens frequently in the real world and has been successfully duplicated in laboratory settings as well.
- d. Though theoretically possible, it hasn't been successfully duplicated in either laboratory settings or the real world.

Answer: A
Page 93

19. Marla tries to smooth problems between members of her team so that no one will appear foolish. This is an example of

- a. facework
- b. ingratiation
- c. sociability
- d. dynamism
- e. composure

Answer: A
Page 97

20. Which strategy below is most advisable for increasing one's credibility?

- a. Emphasize the ways in which you're different from your listeners, so they'll recognize you have a fresh point of view.
- b. Rely on spontaneity; don't plan in advance what it is you want to say.
- c. Never use slang; always adopt a formal style of language.
- d. Identify a source's qualifications prior to presenting information from that source.

Answer: D
Pages 98

21. Which of the following groups of receivers would tend to rely less on credibility as a peripheral cue and more on the content or substance of a message?

- a. alumni of a college where a tuition hike was being considered
- b. students at a college where a tuition hike was being considered
- c. faculty at a college where a tuition hike was being considered
- d. students at a different college than the one considering a tuition hike

Answer: B
Page 92

22. When experts in one field are assumed to be experts in new and unrelated fields, which of the following "effects" has taken place?

- a. The Conformity Effect
- b. The Double-Blind Effect
- c. The Halo Effect
- d. The Dyadic Effect

Answer: C
Page 89

23. Over time, the characteristics of a celebrity become associated with the brands the celebrity endorses. Thus, Dwayne Johnson's physical strength might "rub off" on a product, such as a Chevy pickup. This phenomenon is known as:

- a. osmosis
- b. trickle-down credibility

e. meaning transfer perspective

d. credibility creep

Answer: C

Page 85

24. Fatima is an opera singer. She is well known and popular among older folks. She has just been chosen as the celebrity endorser for a brand of menthol cough drops. Her selection is based upon

a. the match-up hypothesis

b. the halo effect

c. the sleeper effect

d. psychological reactance

Answer: A

Page 85

25. One reason why many companies have begun to rely on fictional spokespersons is that

a. they have high perceived expertise

b. they won't become embroiled in a scandal

c. they are easier for consumers to identify with

d. there are no real heroes anymore

Answer: B

Page 86

26. When an endorser's public persona is projected onto a brand, the brand's image is incorporated into the consumer's self-concept.

This view is based upon

a. charisma

b. psychological reactance

c. the sleeper effect

d. the meaning transfer perspective

Answer: D

Page 85

27. Finn was asked to speak to college students about his own experience in the university's "Study Abroad" program. His monotone voice and unenthusiastic delivery style, however, cause listeners to tune out. Finn's loss of credibility can best be attributed to

a. using language that separated him from his audience.

b. not adapting his message to the listeners' frame of reference.

c. not matching his level of dynamism to the demands of the situation.

d. not citing sources and their qualifications up front.

Answer: C

Page 90

28. A discounting cue prompts receivers to

a. accept a message after they sleep on it

b. ignore or underestimate a message based on its source

c. withhold their judgment on an issue

d. engage in counter attitudinal arguing

Answer: B

Page 93

29. According to Gass & Seiter, companies use _____ to enhance their credibility.

a. the sleeper effect

b. the halo effect

c. factor analysis

d. image restoration

Answer: D

Page 95

30. Bessie looks up to her older sister, Mallory, as a role model. One day, Bessie sees Mallory smoking a cigarette. Mallory is embarrassed and engages in facework to restore her face in Bessie's eyes. Which concept best illustrates her attempt to manage her self image?

- a. impression management theory
- b. the sleeper effect
- c. match-up hypothesis
- d. the halo effect

Answer: A

Page 95

31. Which of the following is **not** appropriate advice for enhancing credibility?

- a. Cite your own or your source's qualifications and expertise up front
- b. Attempt to build trust by demonstrating that you are sincere
- c. Improve your likeability, or L-factor
- d. Engage in a powerless style of communication

Answer: D

Page 98

32. Mila Jovovich has been in a number of action-adventure movies in which she is cast as a beautiful and tough heroine (Fifth Element, Resident Evil, Ultraviolet). An advertiser that chose her as a celebrity endorser might hope her beauty and toughness would "rub off" on the product. This is known as:

- a. stickiness
- b. carry-over
- c. legitimization
- d. emulation
- e. meaning transfer

Answer: E

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Essay Questions

1. Identify and explain each of the primary dimensions of credibility.
2. Select any of the secondary dimensions of credibility and provide a situation in which that dimension would apply or be important, and a situation in which that dimension would not apply or would be relatively unimportant.
3. What is the relationship between credibility and central versus peripheral processing according to the Elaboration-Likelihood Model (ELM)?
4. How does receiver involvement impact the role played by credibility?
5. If you were a political campaign manager, would you advise your candidate to use the sleeper effect to try and win an election? If so, how? If not, why not?
6. What would you advise a young adult (age 18-24) to do to boost her or his credibility when trying to persuade an audience of senior citizens (ages 60+) to volunteer for, and participate in, various community service projects?

Chapter 5: Communicator Characteristics and Persuasion

Key Terms and Concepts

Communicator characteristics

demographic variables; age, gender, ethnicity,
intelligence

life-stage hypothesis

Reinforcement Expectancy Theory

cross-sex effect

collectivistic cultures

individualistic cultures

empowerment vs. confianza

intelligence

traits versus states

self-esteem

anxiety

preference for consistency

high/low self-monitoring

“image-based” vs “product-quality” advertising

Social Judgment Theory

—ego involvement

—anchor point

—latitudes of acceptance, rejection, and
noncommitment

contrast and assimilation effects

ego involvement vs. issue involvement

dogmatism

authoritarianism

social vigilantism

narcissism

cognitive complexity

—constructivism

—constructs

—simple vs. complex

need for cognition

verbal aggressiveness

argumentativeness

analyzing and adapting to audiences

situation

market segmentation (Box 5.2, p. 116)

Chapter Summary

Communicator characteristics are important to understanding the nature of social influence. All interactants in a persuasive encounter are part of the process and factors such as gender, age, and personality are important to social influence.

I. Demographic variables related to persuasion include age, gender, ethnicity, and intelligence.

A. Age and persuasion

1) Young children are especially vulnerable to persuasive appeals.

a. (Box 5.1, p. 106–107) Children are highly susceptible to persuasive tactics from strangers. A brief list of the lures and prevention strategies are provided.

b. Advertisers use several devices to persuade children and attract children's attention.

c. Growing older and parental advice on how to scrutinize persuasive messages can protect children from persuasive trickery.

2) The life-stage hypothesis suggests that there is a curvilinear relationship between age and persuasion, i.e., compared to youthful and elderly people, middle-aged people are less persuadable.

B. Gender and Persuasion

—1) Males tend to be more persuasive than females, but not because of males' ability or skill.

a. Gender stereotypes cause audiences to perceive males as more competent than females and to expect females to be warmer and nurturing than males.

b. Women experience a double bind: they must not only perform better than men to be considered equally competent, they are also perceived negatively when they try to be direct, assertive, and forceful.

c. Reinforcement Expectancy Theory suggests that, when influencing patients, female doctors (compared to male doctors) are at a disadvantage because they are constrained by stereotypes regarding appropriate influence tactics for females.

2) Early studies indicated that women were more persuadable than men, but later studies find no such differences between men and women.

3) If gender differences in persuadability are observed, it may be because:

a. Women may be more empowered today than they were when previous studies were conducted.

b. A cross-sex effect, in which people are more persuaded by members of the opposite sex than by members of the same sex.

c. Men and women may differ in terms of their goals, plans, beliefs, and resources, and these, in turn, may lead to gender differences in persuasion.

C. Ethnicity, Culture, and Persuasion

- 1) Individualistic cultures are more persuaded by appeals to independence and personal benefit, while collectivistic cultures are more persuaded by appeals to harmony, group goals, and concern for others.
 - 2) People from individualistic cultures tend to view themselves consistently across situations, while those in collectivistic cultures tend to view the self as more malleable.
 - 3) When seeking compliance, cultures also differ with regard to directness, concern for saving face, emphasizing trust, and empowerment.
 - 4) Wiseman et. al. (2009) found that people from Japan may switch cultural orientations depending upon the situation. This finding suggests that collectivism and individualism may not be opposite orientations.
 - 5) Saving face through hinting, setting an example by one's own actions, and feeding people what they relish are three additional influence tactics that reflect cultural values.
- D. Intelligence and Persuasion
- 1) Early research suggested that moderately intelligent people would be more persuadable because:
 - a. Intelligent people would not yield to a message.
 - b. Less intelligent people would not comprehend a message.
 - 2) Recent summaries of research suggest that less intelligent people are the easiest to persuade.
- H. Researchers have examined various traits and states as they relate to persuasion in order to classify individuals based on their differences and explain why certain persuasive strategies are employed.
- A. People with moderately high self-esteem are more persuadable than are people with high or low self-esteem.
- B. The relationship between anxiety and persuasion is not clear, though we do know that strong fear appeals should not be used on chronically anxious people.
- C. High self-monitors, compared to low self-monitors, pay close attention to their own and others' behavior in order to behave appropriately in a given context.
- 1) High self-monitors are persuaded to do things when it makes them fit in or look good ("image-based" advertising)
 - 2) Low self-monitors are persuaded by the quality of a product ("product quality" advertising).
- D. Because people with a high preference for consistency (PFC) strive to be consistent, while those with a low preference for consistency do not, high PFCs are more susceptible to the effects of cognitive dissonance.
- E. Social Judgment Theory (SJT) suggests that ego-involved people are difficult to persuade.
- 1) SJT suggest that on all topics, a person has a most preferred position called an anchor point.
 - 2) Positions that a person finds acceptable fall within a latitude of acceptance, positions a person finds unacceptable fall within a latitude of rejection, and positions a person is neutral about fall within a latitude of noncommitment.
 - 3) Ego-involved people have narrow latitudes of acceptance and are difficult to persuade.
 - 4) A contrast effect occurs when a persuasive message is perceived to be farther away from the anchor point than it was to begin with.
 - 5) An assimilation effect occurs when a persuasive message is perceived to be closer to the anchor point than it was to begin with.
- F. Issue involvement affects how people process messages and, in turn, how persuadable they will be.
- 1) An individual's involvement can be ego-related (value-relevant) whereby the persuasive message is gauged by the enduring values rooted in her/his self-concept.
 - 2) Otherwise, an individual can consider her/his outcome-relevant involvement (issue), as defined by her/his current goals and outcomes, when assessing a persuasive message.
 - 3) Issue-involved people scrutinize messages and are persuaded by strong arguments.
 - 4) People who are not involved in an issue are persuaded by peripheral cues.
- G. People who are dogmatic, authoritarian, and social vigilantes think their beliefs are superior to others' beliefs.
- 1) Dogmatic and authoritarian people are close-minded and tend to follow authorities blindly.
 - 2) Research regarding the persuadability of "high dogs" and authoritarian people is inconsistent, though inconsistencies may be reconciled by considering source and message factors.
 - [a.] High "dogs" and authoritarian people are difficult to persuade unless the persuader is perceived to be an authority or an expert.
 - b. High "dogs" and authoritarian people are more persuaded by strong arguments than by weak ones when receiving persuasive messages from non-experts.
 - c. High "dogs" and authoritarian people may be vulnerable to persuasive messages that are threatening.
 - 3) Social vigilantes try to impress their beliefs onto others, counter-argue more, and are more resistant to persuasion compared to their counterparts.
 - 4) Narcissists are persuaded by messages that fuel their conceit and persuade others through coercive tactics.

H. Constructivism suggests that people interpret the world using a variety of constructs.

- 1) Cognitively complex people interpret the world using several constructs and are more tolerant of inconsistent messages.
- 2) Cognitively simple people interpret the world using few constructs and are less tolerant of inconsistent messages.

I. People high in the need for cognition enjoy effortful thinking.

- 1) People high in the need for cognition are more motivated to think about persuasive messages than are people low in the need for cognition.
- 2) People high in the need for cognition are persuaded by strong arguments, while people low in the need are persuaded by peripheral cues.

J. Aggressive communication can be either destructive or constructive (or both), depending on the type of aggression and how it affects an interpersonal relationship.

- 1) Verbal aggressiveness is the tendency to attack others verbally, and it is aimed at damaging another person's self-concept.
- 2) Argumentativeness involves the tendency to refute and defend arguments without engaging in personal attacks.
- 3) Verbally aggressive people do not "edit" their arguments; people who are not verbally aggressive do edit their arguments to avoid violating their ethical standards.
- 4) Yet, aggression may be acceptable in certain situations.
 - a. Political attacks that are truthful, relevant, and appropriate are necessary in helping citizens determine who should be elected into public office.

III. Given the varied nature of audiences, it is important to analyze and adapt to them and the communication situation when trying to be persuasive.

A. Effective audience adaptation requires that persuaders pay attention to situational constraints, and audiences' values, needs, and characteristics.

B. (Box 5.2, p. 124-125) Market segmentation is a technique used by marketers to categorize audiences and adapt messages accordingly.

- 1) Marketers generate messages that appeal to specific groups based on factors such as age, zip codes, ethnicity, gender, education, economic status, and career choice.
- 2) The potential to segment consumers is limitless as groups continue to develop in the population.

Exercises and Learning Activities

Exercise 5-A, Trait Measure Exercise

Principle Illustrated: Traits and persuasion

Purpose: To examine several states and traits relevant to the study of persuasion and discussed in Chapter 5. To help students understand how states and traits are measured. To enable students to personalize concepts covered in class.

Time Required: 20-30 minutes for each measure

Directions: On the following page you'll find Web links to three measures discussed in Chapter 5 that you can have your students complete. Before interpreting students' scores, we usually explain that if they are unhappy with the results, they should take it in stride. Although these scales have been tested and found to be generally valid and reliable, there is margin for error. We should also note that although these scales are continuous measures, we've found that in the classroom, scores are easier to interpret when broken into three ranges of scores: high, moderate, and low. That is, we tell students who score in the top range (top 33% of scores), that their score suggests they measure high on a trait/state. The opposite is true for students who score in the lowest range (bottom 33% of scores). Scores in the middle range suggest a moderate level of the trait.

Self-Monitoring Scale

Source: Snyder, M. (1974). Self-monitoring of expressive behavior. Journal of Personality and Social Psychology, 30 (4), 526-537. Copyright 1974 by the American Psychological Association. Reprinted with permission.

This scale is available online at the following link:

<http://www.outofservice.com/self-monitor-censor-test/>

Need for Cognition Scale

Source: Cacioppo, J. T., Petty, R. E., & Kao, C. F. (1984). The efficient assessment of need for cognition. Journal of Personality Assessment, 48, 306-307. Copyright 1984 by Lawrence Erlbaum, Associates, Inc. Reprinted with permission.

This scale is available online at the following link:

<http://www.liberalarts.wabash.edu/nes/>

Verbal Aggressiveness Scale

Source: Infante, D. A., & Wigley, C. J., III. (1986). Verbal aggressiveness: An interpersonal model and measure. Communication Monographs, 53, 61-69. Copyright 1986 by the National Communication Association. Used with permission.

This scale is available online at the following links:

http://mym.edn.laureate-media.com/2dett4d/Walden/EDUC/6165/04/mm/quiz/quiz_verbal/index.html

<http://tebdevito.blogspot.com/2006/02/verbal-aggressiveness.html>

<http://commfaculty.fullerton.edu/rgass/335%20Fall2001/Aggressiveness%20Scale.htm>

This scale is available through a number of electronic search engines, including Communication and Mass Media Complete (EBSCO), PsychINFO (EBSCO), and Social Sciences Abstracts (OCLC).

Exercise 5-B, Hit Your Target

Principle Illustrated: Audience Analysis

Purpose: To get students thinking about audience analysis by designing persuasive messages that appeal to a particular group.

Time Required: 45 minutes or more

Directions: Before class, decide on three possible persuasive topics and three possible target audiences. One example we've used is to ask students how they would persuade the following target audiences to install smoke detectors in their residences:

1. elderly, senior citizens who own their own home
2. new immigrants who are renters
3. fraternity or sorority members living in a frat house

Break the class into groups and give the groups time to decide how they would persuade the assigned audiences. Have each group present their strategies and messages to the rest of the class. Make sure they explain why their strategies should work. Have the rest of the class comment on whether they agree that a particular strategy would work.

Exercise 5-C, Name That Target Audience

Principle Illustrated: Audience Analysis

Purpose: To demonstrate that different messages appeal to different audiences.

Time Required: 20-30 minutes

Directions: Videotape several commercials, show them to your class, and ask students to guess the target audience. That is, what group of consumers is the advertiser trying to reach? Then ask the class to guess what kind of TV show would carry those kinds of commercials. It helps to show two or three commercials in a row for one type of show, then ask the class to guess the target audience. For example, if the ads are for Geritol, Viagra, health insurance, and so forth, the class should be able to guess that the advertiser is going for an older demographic group: retirees. What kind of TV shows would market to this demographic group? Some possibilities are nature shows, TV ministries, PBS shows, etc. Also, older reruns of shows like *The Rockford Files*, *Matlock*, *The Golden Girls*, and so on, would appeal to senior citizens. If the ads are for beer, aftershave, and hamburgers, the class should guess the advertiser is aiming at a younger, male demographic group. Some possible shows might be on MTV, etc.

The instructor will know what shows the ads appeared on (he or she taped them). The instructor, like the class, though, will have to infer what kind of audience is being targeted. This is why it is a good idea to pick specialized shows with specialized audiences.

Try to videotape commercials from specific TV shows with very different viewing audiences. Examples might be a PGA golf tournament, MTV, a financial news show, or a Saturday morning cartoon. The more specialized the audience, the better. Prime-time shows that have a broad demographic base, and appeal to lots of consumers of all ages, will probably not work as well.

Web Links

1. **Principles illustrated:** Media effects; children and persuasive media campaigns

This link contains an American Psychological Association article that covers a variety of topics related to children and advertising (effects, legislation, etc.).

<http://www.apa.org/monitor/jun04/protecting.html>

2. **Principles illustrated:** Social Judgment Theory

This link features a simple and straightforward video of social judgment theory.

<https://study.com/academy/lesson/what-is-social-judgment-theory-definition-examples.html>

Test Questions

Multiple Choice Questions

1. Which of the following decreases children's vulnerability to being persuaded by television advertisements?

- a. repeated exposure to advertisements
- b. family interaction that focuses on looking at ads critically
- c. peer pressure
- d. All of the answers are correct.

Answer: B

Page 108

2. Males tend to be more persuasive than females, partly because

- a. they are more skilled at persuasion.
- b. audience stereotypes regarding appropriate behavior provide males with more choices when choosing influence strategies.
- c. females are less assertive and forceful when trying to be persuasive.
- d. the influence tactics of males receive more scrutiny than those of females.

Answer: B

Pages 108-110

3. According to Reinforcement Expectancy Theory,

- a. female doctors are more persuasive than male doctors.

- b. female doctors are more persuasive when using aversive strategies.
- c. female doctors are more persuasive when using positive strategies.
- d. female doctors are most persuasive when they violate patients' expectations for appropriateness.

Answer: C

Pages 109-110

4. Lucy, a doctor, is trying to get one of her dangerously obese patients to exercise more. According to Reinforcement Expectancy Theory, which of the following messages would be best for Lucy to use?

- a. "If you don't start exercising NOW, I predict you have less than a year to live."
- b. "You have two choices, exercise or diet, and dieting is no fun at all."
- c. "Regular exercising will make you healthy and help you feel so good."
- d. "If death isn't motivation enough to lose weight, I don't know what is."

Answer: C

Pages 108-110

5. Which of the following is generally true of people from collectivistic cultures?

- a. They tend to use persuasive strategies that are appropriate to the context.
- b. They tend to pay more attention to who they are trying to persuade than on anything else.
- c. They are not concerned with "saving face."
- d. They focus on messages of empowerment.

Answer: A

Page 110-111

6. Which of the following slogans would be best suited for a collectivistic culture?

- a. "Making friends everywhere"
- b. "A leader among leaders"
- c. "What you want is what counts"
- d. "You are the best"

Answer: A

Page 110-111

7. According to the text, Colombians' influence attempts center around the concept of *confianza*, or

- a. saving face.
- b. hinting.
- c. "feeding people what they relish."
- d. having trust or closeness in a relationship.

Answer: D

Page 112

8. Based on the studies reviewed in the text, which of the following is true about intelligence and persuasion?

- a. Less intelligent people are generally easier to persuade.
- b. Less intelligent people are generally harder to persuade.
- c. Less intelligent people are generally better at persuading others.
- d. Less intelligent people are generally easier to persuade via the central route than the peripheral route.

Answer: A

Page 112

9. A/An _____ is stable across situations and a/an _____ varies across situations.

- a. collectivistic culture, individualistic culture
- b. interactionist, situationalist
- c. trait, state
- d. state, trait

Answer: C

Page 112

10. Babbs is trying to persuade her three friends, James, Peter, and Jacob, to change political parties. While James-

~~has always believed that he is inferior to other people, Peter has a healthy self-esteem. Jacob's self-esteem is somewhere in between, neither strong nor weak. According to what we know about self-esteem and persuasion, who should Babbs have the easiest time persuading?~~

- ~~a. James~~
- ~~b. Peter~~
- ~~c. Jacob~~
- ~~d. James, Peter, and Jacob should be equally persuadable.~~

~~Answer: C~~

~~Page 112-113~~

~~11. Because Cari is very sensitive to how people perceive her, she pays close attention to others' behavior and is careful to act appropriately in a given situation. Cari can best be described as~~

- ~~a. a high self-monitor.~~
- ~~b. a moderate self-monitor.~~
- ~~c. a low self-monitor.~~
- ~~d. none of the above.~~

~~Answer: A~~

~~Page 114~~

~~12. Who would probably be most persuaded by an advertisement promising viewers that using a product would make them popular?~~

- ~~a. low self-monitors~~
- ~~b. high self-monitors~~
- ~~c. highly dogmatic people~~
- ~~d. people who are not dogmatic~~

~~Answer: B~~

~~Page 114-115~~

~~13. Kevin wants to try to persuade Bubbles to do something but is not sure it's possible because Bubbles is so authoritarian. Based on what you know from the text, which type of influence tactic would work best on Bubbles?~~

- ~~a. promise to reward Bubbles if he complies~~
- ~~b. hint that Bubbles should do whatever he is asked to do~~
- ~~c. threaten Bubbles by telling him that something bad will happen if he doesn't comply~~
- ~~d. tell Bubbles he'll be more likeable if he complies~~

~~Answer: C~~

~~Pages 118-119~~

~~14. Yancy evaluates others solely by whether they are of the same religion as he. According to persuasion researchers, Yancy can be considered to be~~

- ~~a. socially judgmental.~~
- ~~b. constructive.~~
- ~~c. cognitively simple.~~
- ~~d. cognitively complex.~~

~~Answer: C~~

~~Pages 120-121~~

~~15. In the terms used in the Elaboration Likelihood Model, a person low in the need for cognition is more likely to be persuaded via the _____ route to persuasion.~~

- ~~a. serial~~
- ~~b. parallel~~
- ~~c. central~~
- ~~d. peripheral~~

~~Answer: D~~

~~Page 121~~

~~16. Linda gets very angry with her spouse for not taking care of their children on weekends when she wants to go~~

out with friends. During arguments, she will call him names and threaten to leave him if he doesn't change his ways. This is an example of

- a. verbal aggressiveness.
- b. hostility.
- c. argumentativeness.
- d. assertiveness.

Answer: A

Page 121-122

17. Which theory or model states that messages that fall within a listener's latitude of acceptance will be assimilated and perceived as closer to the listener's position than the message actually is?

- a. Reinforcement Expectancy Theory
- b. Elaboration Likelihood Model
- c. Theory of Reasoned Action
- d. Social Judgment Theory

Answer: D

Page 116

18. Which of the following best describes segmentation analysis?

- a. organizing a message down into discrete units
- b. separating parts of a message that appeal to central processing from parts that appeal to peripheral processing
- c. determining whether receivers are more receptive to ethos, logos, or pathos
- d. tailoring a message to a specific sub-group or niche audience based on their unique characteristics

Answer: D

Page 124-125

19. All of the following are reasons why advertisers and marketers are relying increasingly on segmentation to target consumers except

- a. consumers tend to have similar tastes and values because of globalization.
- b. it is difficult to reach most consumers via prime-time TV ads.
- c. niche groups such as teens or gays have considerable purchasing power.
- d. "one-size-fits-all" strategies are no longer effective.

Answer: A

Page 124-125

20. Persuaders who target particular "niche" groups, such as soccer moms, NASCAR dads, affluent gays, or Hispanic teens, are using

- a. focus groups.
- b. segmentation.
- c. telemarketing.
- d. polling.

Answer: B

Page 124-125

21. _____ are more easily influenced by reference groups than _____.

- a. High self-monitors, low self-monitors
- b. Low dogs, high dogs
- c. Males, females
- d. Involved, uninvolved

Answer: A

Page 114

22. Gretchen is a public speaker who recognizes differences in perspectives among her audiences. She attempts to cater her messages to her listeners and, consequently is more successful at persuading. According to persuasion researchers, Gretchen can be considered

- a. charismatic.

- b. cognitively simple.
- c. cognitively complex.
- d. high in need of cognition.

Answer: C

Page 120-121

23. Which statement best reflects Gass & Seiter's perspective on verbal aggression in political campaigns?

- a. Attacks aimed at a politician's character, so long as they are truthful, are useful in helping voters make an informed choice.
- b. Attacks aimed at a politician's policy positions are fine, but attacks on a politician's character cross the line.
- c. Attacks aimed at a politician's character are unethical and should be avoided.
- d. Attacks aimed at a politician's character are likely to backfire.

Answer: A

Page 121-122

24. When considering the situation, which of the following is true?

- a. A persuader must consider audience members' traits first and foremost.
- b. A persuader must adapt his/her message to the listener's frame of reference.
- c. A persuader should aim her/his message at the audience's latitude of rejection.
- d. A persuader should consider each listener a "blank slate" on which to write her/his message.

Answer: B

Pages 122-124

25. Pete has an authoritarian personality. Tom has a dogmatic personality. Larry is a social vigilante. Which of these people is most likely to think his beliefs are superior to others' beliefs, impress his beliefs onto others, argue more, AND be more resistant to persuasion?

- a. Pete.
- b. Tom.
- c. Larry.

Answer: C

Page 118-119

26. Which of the following statements best summarizes the life-stage hypothesis?

- a. Compared to youthful and elderly people, middle-aged people are less persuadable.
- b. Children are more susceptible to persuasion than are adults.
- c. Elderly people are more rigid in their beliefs and are therefore more difficult to persuade.
- d. As people grow older, they become more dogmatic.

Answer: A

Page 108

27. People with a high preference for consistency, compared to people with a low preference for consistency:

- a. are more persuaded by image-oriented advertising
- b. are more susceptible to the effects of cognitive dissonance.
- c. are more likely to experience the contrast effect.
- d. pay closer attention to persuasive messages.

Answer: B

Page 113

28. Which of the following tends to be true of narcissists, compared to non-narcissists?

- a. Narcissists use a narrow range of persuasive strategies.
- b. Narcissists use charm rather than coercion to persuade potential sexual partners.
- c. Narcissists use persuasive strategies to increase their self-concept.
- d. Narcissists do not purchase distinctive merchandise.

Correct answer: C

Page 120

Essay Questions

1. What is the relationship between gender and persuasion? Describe at least two explanations researchers have used to explain why gender differences have or have not been found.
2. You are the member of a marketing firm and have been given the following task: create one or more advertisements for a new car called "Grit." The advertisement(s) will appear in two magazines, one read by high self-monitors, the other by low self-monitors. Describe the ad(s) you would use and provide a rationale for why you would use them.
3. You are the member of a marketing firm and have been given the following task: Create one or more advertisements for a new game called "Pow." The advertisement(s) will appear in two magazines, one read by collectivistic cultures, the other by individualistic cultures. Describe the ad(s) you would use and provide a rationale for why you would use them.
4. The text discusses the process of analyzing and adapting to audiences. List and discuss the process. What audience characteristics should you be aware of before preparing to deliver a persuasive message? Why are these characteristics important to be aware of?
5. How are authoritarianism, dogmatism, and social vigilantism related? How are they different? How might these traits influence the sending and receiving of persuasive messages? Provide examples.
6. How might persuading a person who is a high self monitor be similar to persuading a person who is a narcissist? How might persuading people with these traits be different? Provide examples.

Chapter 6: Conformity and Influence in Groups

Key Terms and Concepts

conformity	uncertainty avoidance
implicit and explicit norms	masculinity-femininity
social impact theory	individualism-collectivism
social influence model	social proof
informational influence	viral marketing
normative influence	group buying
one versus more than one dissenter in a group	ostracism
emotional reaction	deindividuation
moral conviction	social loafing
morality as motivated resistance hypothesis	public self-awareness
indoctrination (softening up, —compliance, internalization, —consolidation stages)	private self-awareness
group initiation	collective effort model
identification	free ride effect
reference group	sucker effect
ethnocentrism	diligent isolates
groupthink	social compensation
strong culture	self-serving bias
sex differences, culture, personality, and conformity	social facilitation
peer pressure	risky shift phenomenon
power distance	group polarization phenomenon
	social comparison theory
	persuasive argument theory

Chapter Summary

- I. People are likely to conform to the implicit and explicit norms of a group.
 - A. Early research by Asch illustrated that groups exert tremendous pressure and that individuals are likely to conform to such pressure.
 - B. Several variables influence the likelihood of group conformity.
 - 1) The influence of group size depends on the goal of the person being influenced.
 - a. Social impact theory suggests that the first person added to a group is granted the most influence.
 - b. The social influence model argues that the third and fourth members added to a group hold more influence as it is more difficult to voice dissent as the group size increases.
 - c. Both perspectives may be accurate when one considers an additional variable. Groups have normative influence when group members want to be liked and informational influence when group members want to be right.
 - d. When being liked is important, larger groups lead to more conformity.
 - e. When being right is important, the first person added to a group has the most influence. Each new member has less influence than the person added before him/her.
 - 2) If there is more than one dissenter in a group, conformity is less likely.
 - a. Sometimes, the minority can influence the majority when she/he possesses the knowledge or utilizes one of two influence strategies (see Box 6.1, 139).
 - 3) Expressing anger toward dissenters makes them more resistant to conformity.
 - 4) According to the morality as motivated resistance hypothesis, people with stronger moral convictions are more resistant to group pressure than are people with weaker convictions.
 - 5) Individuals are more likely to conform to a group (e.g., a cult) when their indoctrination into the group is difficult or intense.
 - a. Evidence of the deadly consequences of conformity is provided in a chronology of modern-day cults (Box 6.2, p.140).
 - 6) According to Baron (2000), indoctrination into cults occurs in four stages.
 - a. Potential recruits who have undergone loss or heartache are befriended by cult members and invited to meetings in the softening-up stage.

- b. Feeling important and loved, the recruits engage in experimentation requested by the —cult such as changes in appearance, diet, or sleeping habits in the compliance stage.
- e. Recruits soon begin to reflect upon the demands and beliefs of the cult and see them as acceptable in the internalization stage.
- d. In the final stage, recruits demonstrate their loyalty to the cult by surrendering their lifestyles to the cult and by recruiting new members.
- 6) Reference groups, or groups with which we identify, make us more likely to conform.
 - a. Ethnocentrism, or the belief that one's culture is the standard by which all others should be evaluated, demonstrates the negative consequences of too much identification.
 - b. Small groups are vulnerable to the concept of Groupthink, whereby members are so concentrated on reaching consensus that they do not bother to disagree when necessary.
 - c. Members in organizations are susceptible to strong culture when they begin to completely identify with the organization and conform to its values and actions.
- 7) Several communicator characteristics influence the likelihood of conformity.
 - a. Females are more likely to conform than males.
 - b. Teenagers feel substantial peer pressure to conform.
 - c. People who are low self-monitors, high in the desire to control the events in their lives, and high in the need for affiliation are less likely to conform than their counterparts.
 - d. People from different cultures vary widely in the degree to which they are expected to conform.
 - e. The value dimensions of power distance, uncertainty avoidance, masculinity-femininity, and individualism-collectivism offer variations of the probability of conforming.
- C. Because we tend to see an action as more appropriate when others are doing it, social proof (e.g., claiming a product is "popular") is an effective influence tactic.
 - 1) In his book *The Tipping Point*, Malcolm Gladwell illustrates how "viral" marketing is based on the assumption that social proof is a powerful tool of influence.
 - 2) Declaring a product as "the most popular" or "best-selling" provides enough social proof for customers who are uncertain about what gifts to purchase for others.
 - 3) group buying, which encourages individuals to make purchases and receive discounts through buying groups, relies on social proof to be effective.
 - 4) Social proof may backfire on persuaders when a message highlighting the negative behaviors of others creates a "negative social proof."
- D. Ostracism, or the act of excluding and ignoring others, prompts individuals to conform to groups.
- II. Deindividuation occurs when being in a large group causes a person to feel more aroused and anonymous.
 - A. Deindividuation has been known to lead to acts of violence (e.g., lynchings, riots).
 - B. Deindividuation can be attenuated by increasing a person's private self-awareness.
- III. Social loafing occurs when individuals exert less effort in a group than they would if they were alone.
 - A. There are several explanations for the effect.
 - 1) The Collective Effort Model argues that people get lazy if they don't expect their efforts to lead to personally valued outcomes or if they don't think their effort will be instrumental in obtaining those outcomes.
 - 2) The "free ride effect" suggests that when they can get away with it, people try to benefit from the efforts of others.
 - 3) The "sucker effect" occurs when people don't want to get taken advantage of but also suspect others may be taking a free ride.
 - B. Social loafing can be attenuated.
 - 1) When people receive feedback on their performance, they may loaf less.
 - 2) People in smaller groups may loaf less.
 - 3) People who are open to new experiences, conscientious, agreeable, and high in the need for cognition are less likely to loaf than their counterparts.
 - 4) Diligent isolates, who work harder in groups, may increase social loafing in others.
 - 5) When people perceive themselves as superior and group members as inferior, they'll work harder if the task is difficult (i.e., social compensation).
- IV. Social facilitation occurs when the presence of others improves one's performance.
 - A. The presence of others tends to improve one's performance on simple or well-rehearsed tasks.
 - B. The presence of others tends to impair one's performance on complex or unfamiliar tasks.

IV. Because of the group polarization phenomenon, groups tend to make more conservative or risky decisions than individuals do.

—A. The desire to be “better than average” may lead some individuals to shift their position so that it is more extreme.

B. Positions that have the best and most arguments supporting it are more likely to prevail among group discussions based upon the persuasive arguments theory.

—C. Repetition of one's position also moves individuals toward polarization.

V. (Box 6.3, p.151) Computer-mediated interaction does not make one immune to the pressures of conformity.

A. The anonymity of online communication makes it more likely that individuals will engage in flaming (i.e., engaging in uninhibited and inappropriate behavior).

B. The Social Identity of Deindividuation Effects (SIDE) argues that computer-mediated communication decreases an individual's personal identity and increases her/his social identity.

Exercises and Learning Activities

Exercise 6-A, Little Boxes

Principle Illustrated: Causes of conformity

Purpose: To stimulate a discussion about the causes of conformity.

Time Required: 10-20 minutes

Directions: If you have a recording of Pete Seeger's song “Little Boxes,” it makes an enjoyable introduction to the topic of conformity. Play it for your students. The song pokes fun at how our society produces superficial “tickytackiness” by encouraging conformity. It even points an accusing finger at universities.

After playing the song you can have a discussion about the causes of conformity. Does the song “ring true” to your students? If so, in what ways? How do universities encourage conformity, if at all? Do other institutions lead us to conform? How? Can your students think of examples (e.g., peer groups, families, religious institutions, etc.)?

Exercise 6-B, Consensus Exercise

Principle Illustrated: Group polarization

Purpose: To demonstrate the Group Polarization Phenomenon by replicating a typical study.

Time Required: 30-45 minutes

Directions: There are three phases in the exercise. Make sure to bring a calculator to class. Instructions for Phase One: Have each student complete the questionnaire below after he or she reads both of following scenarios developed by Kogan and Wallach (1964):

Scenario A: Mr. H, a college senior, has studied the piano since childhood. He has won amateur prizes and given small recitals, suggesting that Mr. H has considerable musical talent. As graduation approaches, Mr. H has the choice of going to medical school to become a physician, a profession which would bring certain prestige and financial rewards or entering a conservatory of music for advanced training with a well-known pianist. Mr. H realizes that even upon completion of his piano studies, which would take many more years and a lot of money, success as a concert pianist would not be assured.

Imagine that you are advising Mr. H. Listed below are several probabilities or odds that Mr. H would succeed as a concert pianist. Assume that, if successful, Mr. H's most desirable outcome would be as a concert pianist. Please check the LOWEST probability that you would consider acceptable for Mr. H to continue with his musical training.

Place a check here if you think Mr. H should NOT pursue his musical training.

The chances are 9 in 10 that Mr. H would succeed as a concert pianist.

The chances are 7 in 10 that Mr. H would succeed as a concert pianist.

The chances are 5 in 10 that Mr. H would succeed as a concert pianist.

The chances are 3 in 10 that Mr. H would succeed as a concert pianist.

The chances are 1 in 10 that Mr. H would succeed as a concert pianist.

Scenario B: Mr. B, a 45-year-old accountant, has recently been informed by his physician that he has developed a severe heart ailment. The disease would be sufficiently serious to force Mr. B to change many of his strongest life habits: reducing his work load, drastically changing his diet, giving up favorite leisure-time pursuits. The physician suggests that a delicate medical operation could be attempted which, if successful, would completely relieve the heart condition. But its success could not be assured, and in fact the operation could prove fatal.

Imagine that you are advising Mr. B. Listed below are several probabilities or odds that the surgery would succeed. Please check the LOWEST probability that you would consider acceptable for Mr. B. to have the surgery.

Place a check here if you think Mr. B should NOT have the surgery.

The chances are 9 in 10 that the surgery would be a success.

The chances are 7 in 10 that the surgery would be a success.

The chances are 5 in 10 that the surgery would be a success.

The chances are 3 in 10 that the surgery would be a success.

The chances are 1 in 10 that the surgery would be a success.

Scoring: After students have completed the questionnaire, have them score themselves in the following way:

For each scenario, if they thought the person in the scenario should take no risk, they get 10 points.

If they checked a 9 in 10 chances, they get 9 points.

If they checked a 7 in 10 chance, they get 7 points.

If they checked a 5 in 10 chance, they get 5 points.

If they checked a 3 in 10 chance, they get 3 points.

If they checked a 1 in 10 chance, they get 1 point.

Have each student add his/her scores from both scenarios and then find an average for those two scores (e.g., 7 points from first scenario plus 5 points from second scenario equals 12 points. 12 divided by 2 scenarios equals an average score of 6). Henceforth, this averaged score will be referred to as the Individual Score.

After obtaining their Individual Scores, have students put them aside until Phase Two is completed.

Instructions for Phase Two: Place students in groups of five (if possible, students should not know each other very well). Have each group discuss and reach consensus on what they would advise Mr. H. and Mr. B to do in the scenarios above.

Scoring: After reaching consensus, each group will compute 2 scores, a Consensus Score and a Combined Individual's Score:

Consensus Score: To find this, have each group add its scores from both scenarios and then find an average for those two scores (e.g., 1 point from first scenario plus 3 points from second scenario equals 4 points. 4 divided by 2 scenarios equals a Consensus Score of 2).

Combined Individuals' Score: To find this, have all the members in a group add the Individual Scores they got when completing the questionnaire in Phase One. Then find an average for all those scores (e.g., Biff's Individual Score of 5, plus Babbs's Individual Score of 5, plus Binky's Individual Score of 6, plus Buffy's Individual Score of 7, plus Blabby's Individual Score of 9 equals 32. 32 divided by 5 group members equals 6.4).

Instructions for Phase Three: Have students compare their Consensus Score with their Combined Individuals' Score. If polarization occurred, the Consensus Score should be more extreme than the Combined Individuals' Score. Scores of 1 and 10 are the most extreme. (Note: You can also check to see how many students' Individual Scores from Phase One were less extreme than the Consensus Score of their group. If polarization occurred, there shouldn't be too many Individual Scores that are more extreme.)

Note: We don't guarantee that the above procedures will always work to produce group polarization, but based on previous research, it should. Even if it doesn't, the exercise is useful for helping students understand the typical methods used to study the phenomenon.

Source for scenarios: Kogan, N., & Wallach, M. (1964). Risk taking: A study in cognition and personality. New York: Holt, Rinehart & Winston.

Exercise 6-C, Identifying Reference Groups

Principle Illustrated: The prevalence and persuasive power of reference groups

Purpose: To illustrate the many aspects of our lives influenced by reference groups.

Time Required: 10-20 minutes

Directions: Prompt the class to come up with a list of both prominent and obscure reference groups. Then, list the attitudes, beliefs, values, and behaviors they influence. For example, our religious affiliations often influence our attitudes towards sex, material goods, diet, and politics; our families frequently influence our orientation towards education; our selection of friends and romantic partners, and definition of “success”; our peers sway how we speak, dress, and select leisure-time pursuits. After the class has come up with enough reference groups to make discussion possible, engage in dialogic reflection with the students about the prevalence and influential power of reference groups.

Exercise 6-D, The Power of Norms

Principle Illustrated: Norms

Purpose: To make students more aware of the persuasive power of norms.

Time: 10-20 minutes

Directions: Prompt students to list the implicit and explicit norms that govern group behavior in the following settings: classroom, family reunion, religious celebration, elevator, theater, gym, party, funeral, restaurant, pick-up basketball game, concert, beach, waiting room (e.g., dentist or doctor's office), and mall parking lot. Have the students talk about (a) the reasons why they do and do not conform in these settings, and (b) the social and psychological consequences of both conformity and nonconformity.

Web Links

1. Principle illustrated: Social influence in cults

This link provides a summary of eight techniques used by cults to gain psychological control over their members.
http://changingminds.org/techniques/conversion/lifton_thought_reform.htm

2. Principle illustrated: Peer influence in adults

This link provides an article on promoting energy conservation among adults.
<http://www.apa.org/news/press/releases/2007/09/peerpressure.aspx>

3. Principle illustrated: Jury psychology

This link contains a brief summary of research related to jury size and conformity.
<http://www.apa.org/research/action/jury.aspx>

Test Questions

Multiple Choice Questions

1. _____ are the expectations we have about what behaviors are right or wrong.
- a. Norms
 - b. Rules
 - c. Cultural guidelines
 - d. Peer pressures

Answer: A

Page 135

2. Which of the following statements best describes the morality as motivated resistance hypothesis?

- a. resisting group influence makes people more moral.
- b. groups members try to exert more pressure on people with stronger moral convictions than on people with weaker moral convictions.
- c. group members try to exert more pressure on people with weaker moral convictions than on people with stronger moral convictions.
- d. people with stronger moral convictions are more resistant to majority influence than people with weaker moral convictions.

Answer: D

Page 139-140

3. _____ suggests that as a group becomes larger, its members are

- a. Social Impact Theory, more likely to conform.
- b. Social Influence Theory, more likely to conform.
- c. Social Judgment Theory, less likely to conform.
- d. Group Polarization, less likely to conform.

Answer: A

Pages 137-138

4. _____ predicts that (a) the second or third member added to a group has the most effect on group conformity; and (b) individual group members may suspect collusion if the other members unanimously agree on some issue or decision.

- a. Social Impact Model
- b. Social Influence Model
- c. Social Judgment Theory
- d. Group Polarization Theory

Answer: B

Pages 137-138

5. Which of the following affects how likely a person is to conform to a group?

- a. the size of the group
- b. social facilitation
- c. the risky shift effect
- d. social compensation

Answer: A

Pages 137-138

6. Glenn believes that his circle of friends is wrong about a political issue but does not say anything because he does not want to be ostracized. This is an example of

- a. epistemological weighting hypothesis.
- b. group locomotion hypothesis.
- c. informational influence in groups.
- d. normative influence in groups.

Answer: D

Page 138

7. Frank is the member of an "art group" that is given the task of judging the quality of several paintings. He likes the group and wants to fit in but finds that he disagrees about the quality of all the paintings with every member of the group but one: Tim, who wears glasses that are so thick that everyone in the group wonders if he can even see the paintings. According to what we learned about conformity, having Tim in the group will probably cause Frank to

- a. state that his judgments about the paintings are in agreement with the majority's judgments and in disagreement with Tim's.
- b. state that his judgments about the paintings are in disagreement with the majority's judgments and in agreement

with Tim's.
c. dislike Tim.
d. engage in social facilitation.
Answer: B
Page 138-139

8. Bjorn has decided to join a fraternity, but before he gets in, he has to go through an initiation. During the initiation he has to endure all sorts of pain and humiliation. Based on this account, which of the following is most likely to occur?
a. Bjorn will join the fraternity but hate it.
b. Bjorn will refuse to be a member of the fraternity.
c. Bjorn will join the fraternity and feel more committed to it than he would have without the initiation.
d. Bjorn will be influenced by informational but not normative factors.
Answer: C
Pages 140

9. When trying to indoctrinate new members, cults often use "love bombing" to shower the recruit with affection and attention. At what stage of indoctrination is this most likely to occur?
a. softening-up stage
b. compliance stage
c. internalization stage
d. consolidation stage
Answer: A
Page 140

10. A group that has the power to influence us through the process of identification is known as a/an _____ group.
a. informational
b. normative
c. reference
d. ethnocentric
Answer: C
Page 141

11. _____ is the belief that one's own culture is the best standard by which all others should be evaluated.
a. Normative influence
b. Ethnicity
c. Cultural bias
d. Ethnocentrism
Answer: D
Page 142

12. People from _____ power distance cultures are less likely to conform than those from _____ power distance cultures.
a. low, high
b. high, low
c. medium, low
d. none of the above, no such cultural generalization can be made
Answer: A
Page 144

13. Cultures vary in the degree to which their members conform. Which of the following leads members to be more conforming?
a. low power distance
b. masculinity
c. uncertainty avoidance

d. individualism

Answer: C

Page 144-145

14. When salespeople call a product popular, cool, or in great demand, which tactic of persuasion are they using?

a. scarcity

b. social proof

c. peer pressure

d. group locomotion

Answer: B

Page 145

15. To be effective, viral marketing relies on this tactic of persuasion:

a. groupthink

b. social loafing

c. social compensation

d. social proof

Answer: D

Page 145

16. _____ refers to how being in a group causes members to become less aware of themselves and less concerned with others' evaluations of them.

a. Groupthink

b. Social proof

c. Deindividuation

d. Social loafing

Answer: C

Page 148-150

17. Derrick is the sheriff of a small town with trouble on his hands. A mob has just marched to the jail and is planning on lynching one of Derrick's prisoners. Based on what you know about deindividuation, what would you advise Derrick to do in order to prevent the lynching?

a. Tell the individuals in the crowd they will look bad if they proceed with the lynching.

b. Tell the individuals in the crowd to reflect on their personal views about the wrongness of lynching.

c. There's nothing Derrick can do; once deindividuation starts it can't be stopped.

d. Tell Derrick to pretend he is initially in favor of the lynching, then reverse his position.

Answer: B

Pages 149-150

18. The fact that people working in a group do not expend as much effort as they do when working alone is known as

a. conformity.

b. deindividuation.

c. social loafing.

d. group polarization.

Answer: C

Page 150

19. Barbara is working on a group project for her history class and is not happy. She thinks the rest of her group members are total flakes and slackers. As a matter of fact, rather than being a fool and getting taken advantage of, Barbara decides to slack off herself rather than do any work. Which explanation for why social loafing occurs best fits this example?

a. the collective effort model

b. the free-ride effect

c. the sucker effect

d. the principle of social proof

Answer: C

Page 151

20. According to the text, which type of person is likely to increase social loafing?

- a. people who are high in the need for cognition.
- b. people who are diligent isolates.
- c. people who are open to new experiences.
- d. people who are high in their preference for consistency.

Answer: B

Page 152-153

21. Which of the following has not been used to explain why group polarization occurs?

- a. Social Impact Theory
- b. Social Comparison Theory
- c. Persuasive Arguments Theory
- d. All of the above have been used to explain group polarization.

Answer: A

Page 154

22. Which theory states that it is the second or third member who is added to a group who exerts the greatest influence on group conformity?

- a. Social Impact Theory
- b. Social Judgment Theory
- c. Group Locomotion Hypothesis
- d. Social Influence Model

Answer: D

Page 138

23. Deindividuation best explains why

- a. mob psychology takes over.
- b. people join cults.
- c. group members become "slackers."
- d. conformity to group norms occurs.

Answer: A

Pages 148-150

24. Dominic and his close companions are featured on a game show where travelers are asked questions in exchange for cash prizes. Dominic does not know the answer to a question but fears to be incorrect, so he relies on the group he is traveling with to make the decision for him. This best illustrates

- a. social impact theory.
- b. informational influence.
- c. indoctrination.
- d. a reference group.

Answer: B

Page 138

25. The stage at which cult members demonstrate their allegiance by abandoning their careers or their academic goals, donate their possessions to the cult, and begin to recruit members, is termed the

- a. internalization stage.
- b. softening-up stage.
- c. compliance stage.
- d. consolidation stage.

Answer: D

Page 140

26. Reference groups are all of the following except

- a. groups we identify most with because we admire them and want to be like them.
- b. groups we reference when we want to know the latest trends.
- c. groups of people who are unlike us.
- d. groups who tell us what to think and how to behave.

Answer: C

Page 141-143

27. Dania is at a party with some of her sorority sisters. Biff walks in and begins to dance like a chicken. Since Dania and the rest of her sorority sisters did not want to be left out, they began to dance like chickens as well. This example best illustrates the influence of which communication characteristic(s) on conformity?

- a. peer pressure
- b. personality
- c. culture and peer pressure
- d. gender and peer pressure

Answer: D

Page 143

28. _____ suggests one of the ways individuals determine their identities and also explains the influence of others on individuals to stop certain behaviors and increase conformity.

- a. Consistency (balance) Theory
- b. Social Comparison Theory
- c. Uncertainty avoidance
- d. Normative influence

Answer: B

Pages 154

29. Mai was not accepted into the chess club. Although she knew that they often stole food from the cafeteria for snacks, she still wanted them to notice her and ask her to join. This is an example of the effects of

- a. conformity.
- b. ostracism.
- c. deindividuation.
- d. social proof.

Answer: B

Page 147-148

30. Which of the following is true of social facilitation?

- a. The presence of other people causes us to engage in unethical behavior.
- b. The presence of other people causes us to engage in ethical behavior.
- c. The presence of other people causes us to perform better on simple tasks.
- d. The presence of other people causes us to perform better on complex tasks.

Answer: C

Page 153

31. Groups sometimes make bad decisions because members engage in consensus seeking and simply reinforce one another's opinions, rather than questioning or disagreeing. This is known as:

- a. communication accommodation theory
- b. groupthink
- c. group locomotion hypothesis
- d. social impact theory

Answer: B

Page 142

32. People often go along with the group, even if they think the group is wrong, because they want to be liked and accepted. This is known as:

- a. informational influence
- b. normative influence

~~e. epistemological weighting~~

~~d. autokinetic effect~~

Answer: B

Page 138

33. A girl tells her mom, "But all the other kids are doing it." This phrase illustrates:

~~a. social proof~~

~~b. social judgment theory~~

~~c. deindividuation~~

~~d. groupthink~~

Answer: A

Page 145

34. ~~Because people are motivated to fit in, expressing anger when they disagree with the majority is an effective way to get them to conform.~~

~~a. true~~

~~b. false~~

Answer: B

Page 139

35. ~~Although people's judgments about factual information (e.g., which lines are similar length) are influenced by group pressure, their judgments about moral questions (e.g., is it ethical to kill one person to save many people) are not.~~

~~a. true~~

~~b. false~~

Answer: B

Pages 139-140

Essay Questions

1. ~~The text discusses Social Impact Theory and the Social Influence Model. What does each perspective claim about the relationship between group size and conformity? Can both perspectives be correct? If so, how?~~

2. ~~How is Burke's concept of identification related to conformity? What are the positive and negative effects of identification?~~

3. ~~What is the group polarization phenomenon? List and describe three explanations for why it occurs.~~

4. ~~List and discuss four tactics that might be used to decrease the level of conformity in groups.~~

5. ~~The text discussed deindividuation and social loafing as two outcomes of group influence. What are deindividuation and social loafing? What are their effects and how might they be minimized?~~

6. ~~Discuss the effects of ostracism. Are there any beneficial effects of ostracism? How do persuaders utilize this tactic to their benefit?~~

7. ~~What is social facilitation? In what situations is it most noticeable? Why?~~

8. ~~What is social proof? What are the advantages and/or disadvantages to using social proof as a persuasion tactic? Please provide examples.~~

Chapter 7: Language and Persuasion

Key Terms and Concepts

language

symbol

symbols as arbitrary and conventionalized

denotative versus connotative meanings

ultimate, god, devil, and charismatic terms

aphorism

familiar phrases

metaphors

power of labels

Sapir-Whorf hypothesis

astroturfing/astroturf activism

doublespeak

euphemisms

profanity

political correctness

vividness

language intensity

reinforcement theory

language expectancy theory

information processing theory

communication accommodation Theory

powerless language

hesitations, hedges, intensifiers, tag questions,

disclaimers deictic phrases

Chapter Summary

I. Symbols are all about meaning.

A. Symbols are used by humans in order to communicate.

- 1) A symbol is something that represents something else.
- 2) Symbols are arbitrary (i.e., they have no necessary connection to what they represent).
- 3) In order to communicate, symbols must be conventionalized (i.e., we must agree with others about what a symbol represents).

B. Symbols have both denotative and connotative meanings.

- 1) Denotative meanings are meanings one can find in a dictionary.
- 2) Connotative meanings are the thoughts and emotions associated with a word.
- 3) It is important to recognize that the meanings of words are subjective rather than objective.

C. Ultimate terms are symbols or phrases that are highly revered and accepted in a culture. Ultimate terms include god terms, devil terms, and charismatic terms.

- 1) God terms carry the greatest blessing and demand the greatest sacrifice: examples include "family values" or "balanced budget."
- 2) Devil terms are perceived by a culture as associated with the disgusting or abhorrent: examples include "racist" or "sexual harassment."
- 3) Charismatic terms are terms that are given mysterious power such as "freedom" or "democracy."
- 4) God, devil, and charismatic terms can change over time.

D. Aphorisms and familiar phrases (e.g., "money doesn't grow on trees") are widely accepted in a culture and tend to act as peripheral cues to persuasion.

E. Metaphors, which are figures of speech that compare two things, are persuasive.

F. The Sapir-Whorf hypothesis argues that the language and labels we use structure the way we perceive the world and points to the power that language has to persuade.

- 1) The labels we use reflect our attitudes about people and things and affect others' reactions to the people and things labeled (e.g., sexist, and racist language).

—G. Astroturfing, or astroturf activism, is the practice of posing as a nonprofit group in order to exploit others.

H. The practice of using words to make the worst appear better (as well as worse) is still alive and well.

- 1) Euphemisms are inoffensive terms used in the place of offensive ones.
 - a. Individuals use less threatening and more respectful words when they are motivated to save face.
 - b. Individuals use euphemisms to be seen as more tasteful and sensitive, thereby saving their own face.
- 2) Doublespeak refers to the use of ambiguous or evasive language.

II. Language intensity, vividness, and offensiveness are closely related variables that affect persuasion between communicators.

A. Research suggests that using profanity tends to have a negative effect on perceptions of a speaker's credibility and persuasiveness, although under the right conditions, using profanity can be persuasive.

B. Research suggests that although politically correct language about people with disabilities may lead to perceptions of greater credibility, it may not be perceived as persuasive.

- 1) Striking a balance between using politically correct language and portraying people with disabilities as victims is key in obtaining donations for people with disabilities.
 - C. Although vivid information captures and holds a person's attention, its persuasive effect depends on what is being vivified and the strength of the arguments being received.
 - D. Several theories attempt to explain when intense language affects the process of persuasion.
 - 1) Reinforcement Theory assumes intense language helps sources when audiences generally agree with the position being advocated and hinders sources when audiences generally disagree with the position being advocated.
 - 2) Language Expectancy Theory suggests that intense language helps or hinders persuasiveness, depending on whether such language violates an audience's expectations in a positive or negative way.
 - 3) Information Processing Theory suggests that intense language increases persuasion by making a persuadee pay more attention but decreases persuasion if it makes a message seem too discrepant with the persuadee's position on an issue.
 - 4) Communication Accommodation Theory argues that people who use intense language are more persuaded by intense language.
- III. Powerless language is language that creates the perception of weakness and/or powerlessness.
- A. Some research has suggested that using powerless language is associated with being less persuasive.
 - B. Later research suggests that the relationship between persuasion and powerless language depends on additional factors.
 - 1) Polite language and intensifiers, traditionally conceptualized as forms of powerless language, may lead to more persuasion depending on how they are used.
 - 2) When highly credible sources use tag questions, they are perceived as more persuasive, provided that the arguments presented are strong.
 - 3) Males and females are perceived differently when using powerless language.

Exercises and Learning Activities

Exercise 7-A, Tinkles and Mi-Mi's

Principal Illustrated: Euphemisms and their functions

Purpose: To demonstrate how language has the power to shape perceptions and attitudes.

Time Required: 10-15 minutes

Directions: Here is an exercise we've used that students seem to like. It takes some prodding, though, to get them to self-disclose. Ask students to provide euphemisms for sexual organs and body functions that their families used when students were growing up. A lot of families are embarrassed to say penis or vagina, so they'll use cute words instead. We've found the students come up with some pretty interesting terms; "tinkle" or "wee-wee" for urination, "mi-mi's" for breasts, "minky" for vagina, "fanny" for buttocks, "private parts" for penis, and so on.

Ask students why families substitute euphemisms for sexual terms. The class discussion can reveal that even though meanings are in people, not words, family members often have difficulty uttering emotionally charged words (e.g., connotative) in front of each other.

Exercise 7-B, Making the Best and the Worst of It

Concept Illustrated: Euphemisms and doublespeak

Purpose: To help students understand how things can seem better or worse than they really are because of the way they are described.

Time Required: 10-15 minutes

Directions: Below are several terms, phrases, or situations. As a class or in small groups, have your students see if they can use words (euphemisms/doublespeak) to make the terms, phrases, or situations sound better and/or worse.

overweight
skinny
marriage
old

abortion
war
getting fired
death

sex
cop
someone who saves his/her money
religion
the lumber industry
divorcee
bathroom
energetic
going to the bathroom
killing someone
shy
upper class
playful
someone who dates a lot
prostitute

someone who doesn't have a job
disabled
virgin
argument
deception
talk
complain
bold
compliance
emotional
euthanasia
flirt
liberal
accident

Exercise 7-C, Foxes and Wolves Exercise

Principle Illustrated: Connotation and the power of words

Purpose: To help students understand that words have different meanings for different people.

Time Required: 20-30 minutes

Directions: Ask the males in class to think of "animal" terms that are used to refer to females, e.g., fox, chick, dog, bitch, vixen, cow, whale, tigress, catty, etc., and write them down on a 4 X 6 index card. Then ask males to write down "food" terms that are used to refer to females, e.g., honey, cupcake, tomato, peach, cheesecake, sweetie pie, and write them down on a card.

Next ask females to do the same; write down "animal" terms to describe males—wolf, pig, ox, stallion, tiger, big ape, dumb ass—and "food" terms to describe males—hunk, beefcake, meathead—and write them down on a card.

Collect all the cards, then write all the terms on the chalkboard. You'll note there are more terms to describe females than males (a lot more food terms for women than men). Ask the class why (society views women as sex objects?). Ask class members which terms they find offensive, and which they find flattering. You may find that males and females don't agree. Males may think some terms for females are complimentary, while the females may find them offensive or sexist. The discussion will reveal that words have different meanings for different people.

Exercise 7-D: The logic of "Sticks and Stones": Fact or Fiction?

Principle Illustrated: The power of language

Purpose: To show that people hold strong associations between words and the objects or ideas they represent.

Time Required: 5-10 minutes

Directions: First, have students write "cockroach," "terrorism," their mother's name, and "God" on four pieces of paper. Second, have students place the papers on the floor. Finally, ask the students to stomp on each of the papers. You should find that some students are reluctant or refuse to step on the papers on which they have written God or their mother's name. You should also find that most students will enthusiastically trounce both cockroaches and terrorism.

This activity doesn't take much debriefing, as students quickly realize the point being made. Also, it is most beneficial to conduct this activity before the students have read/you begin lecturing on Chapter 7, as this simple exercise tends to win over the skeptics who might be inclined to underestimate the power language has to persuade.

Web Links

1. **Principle illustrated:** The power of words.

This *Christian Science Monitor* article about Muslims' reverence for the Koran reveals the power of words in Islam.

<http://www.esmonitor.com/2005/0519/p11s02-lire.html>

2. Principle illustrated: Euphemisms:

This site contains lists of euphemisms for legal, religious, corporate, military, legal, and political terms and phrases.
http://en.wikipedia.org/wiki/Euphemism#Euphemisms_for_death_and_murder

Here is a site with some funny euphemisms:
<https://www.inherentlyfunny.com/cat-35-funny-euphemisms-2.html>

Test Questions

Multiple Choice Questions

1. An example of a symbol is

- a. a thunderstorm.
- b. the word "chicken."
- c. a cat's meow.
- d. the idea of love.

Answer: B

Page 163

2. The _____ meaning of a word is the dictionary definition of that word, whereas the _____ meaning of a word refers to the thoughts and emotions the word conjures up.

- a. denotative, connotative
- b. symbolic, sign
- c. connotative, denotative
- d. profane, vivid

Answer: A

Page 163

3. "A marriage partner" is a _____ for the word "spouse." "A lifetime pain in the neck" is a _____ for the word "spouse."

- a. connotative, denotative
- b. connotative, connotative
- c. denotative, connotative
- d. denotative, denotative

Answer: C

Pages 163-164

4. Which of the following is not a type of Ultimate term?

- a. god terms
- b. devil terms
- c. powerful terms
- d. charismatic terms

Answer: C

Pages 164-166

5. Familiar phrases such as "Money doesn't grow on trees" tend to be most persuasive when

- a. audience members are carefully scrutinizing the persuasive message.
- b. audience members don't agree on the meaning of the phrase.
- c. the meaning of the phrase is arbitrary.
- d. audience members are distracted.

Answer: D

Page 166

6. The Sapir-Whorf hypothesis argues that

- a. language shapes thought.
- b. thought shapes language.
- c. symbols are arbitrary.
- d. connotative meanings are less persuasive than denotative meanings.

Answer: A

Page 168

7. Instead of straightforwardly informing Cameron that he is fired, Darin explains that the company is down-sizing its personnel. This is an example of

- a. the power of labeling.
- b. vividness.
- c. language intensity.
- d. doublespeak.

Answer: D

Pages 170-172

8. Saying "Oh fudge" rather than other, more colorful terms (i.e., profanity) is an example of

- a. the power of labeling.
- b. vividness.
- c. euphemisms.
- d. god terms.

Answer: C

Page 170

9. According to the text, people with disabilities can be referred to with such terms as: 1) heroic, e.g., visually-challenged, handicapped; 2) normal, e.g., they "use a wheelchair" and are not much different from anyone else; 3) disabled, e.g., they are confined to a wheelchair and are helpless and dependent; or 4) pathetic, e.g., retarded, gimp, pathetic. Which of the following is true of using such language to seek donations for people with disabilities?

- a. People who use "heroic" language are seen as more credible than people who use "disabled" language.
- b. People who use "disabled" language are seen as more credible and more persuasive than people who use "normal" language.
- c. People who use "normal" language are seen as less credible but more persuasive than people who use "heroic" language.
- d. People who use "heroic" language are seen as less credible but more persuasive than people who use "normal" language.

Answer: D

Pages 174-175

10. The use of _____ is generally more effective than _____ at holding our attention.

- a. pallid information, vivid words
- b. labeling, vivid words
- c. reinforcement, symbols
- d. vivid words, pallid information

Answer: D

Page 175

11. _____ Theory assumes that people are motivated to seek pleasure and avoid pain.

- a. Reinforcement
- b. Information Processing
- c. Communication Accommodation
- d. Language Expectancy

Answer: A

Page 176

12. Which of the following theories is used to explain why people who use intense language are more persuaded by people who also use intense language?

- a. Reinforcement Theory
- b. Language Expectancy Theory
- c. Information Processing Theory
- d. Communication Accommodation Theory

Answer: D

Page 177

13. Hesitations are a form of powerless language. An example of a hesitation is

- a. "sort of."
- b. "well, you know."
- c. "very."
- d. "isn't it?"

Answer: B

Pages 177

14. Hedges are a form of powerless language. An example of a hedge is

- a. "sort of."
- b. "well, you know."
- c. "very."
- d. "isn't it?"

Answer: A

Page 177

15. People who use powerless language include a lot of intensifiers when speaking. An example of an intensifier is

- a. "sort of."
- b. "well, you know."
- c. "very."
- d. "isn't it?"

Answer: C

Page 177

16. "I know I am not the world's best public speaker, but..." is an example of

- a. a deictic phrase.
- b. polite language.
- c. a disclaimer.
- d. a hesitation.

Answer: C

Page 177

17. According to the text, women are more persuasive with _____ when they use _____ forms of speech.

- a. women, powerless
- b. men, powerful
- c. men, powerless
- d. men and women, powerful

Answer: C

Page 178

18. According to Richard Weaver's theory of language, the term "dead-beat dad" is an example of a/an

- a. ultimate term.
- b. devil term.
- c. god term.
- d. charismatic term.

Answer: B

Page 164

19. Which theory states that language choices can either facilitate or inhibit persuasion, depending on whether violations of language norms are perceived positively or negatively?

- a. Reinforcement theory
- b. Sapir-Whorf hypothesis
- c. Communication Accommodation theory
- d. Language Expectancy theory

Answer: D

Pages 176

20. A communicator who said, "*The Sound of Music* is a great movie, don't you think?" would be exhibiting a _____ style of language.

- a. vivid
- b. pallid
- c. powerful
- d. powerless

Answer: D

Pages 177-178

21. Using intense language is most effective if/when

- a. a source has low credibility.
- b. the listeners disagree with the position being advocated.
- c. the listeners also use intense language.
- d. there is no discrepancy between the source's and the listener's position.

Answer: C

Pages 175-176

22. Euphemisms with longer "careers"

- a. draw less attention and are more familiar.
- b. draw more attention and are less favorable.
- c. draw the same amount of attention as euphemisms with shorter "careers."
- d. are less likely to be familiar and favorable.

Answer: A

Page 172

23. Based upon findings from the "swear word" booklets of E. Scott Baudhuin (1973), _____ profanities are the least offensive category of profanity.

- a. sexual
- b. excretory
- c. absurdities
- d. religious

Answer: D

Page 173

24. The Sapir-Whorf hypothesis posits that:

- a. meanings are in people not in words
- b. language is constantly evolving and changing
- c. images are more persuasive than words
- d. language influences the nature of thought processes
- e. the word is not the thing

Answer: D

Page 168

25. Controversy over whether to call a person an "illegal alien," "illegal immigrant," "person who is here illegally," "undocumented worker," or "undocumented immigrant" best illustrates:

- a. powerless language

- b. powerful language
- c. Language Expectancy Theory
- d. the power of labeling

Answer: D

Pages 167-168

26. Communication Accommodation Theory shows which language style to be most persuasive?

- a. using intense language
- b. using non-intense language
- c. using intense language with people who use non-intense language
- d. using intense language with people who also use intense language

Answer: D

Page 177

_____ are figures of speech that compare two things.

- a. metaphors
- b. aphorisms
- c. familiar phrases
- d. labels

Answer: A

Page 167

Essay Questions

1. What is the purpose of euphemisms? Provide at least one specific example of a euphemism to illustrate your argument.

2. Discuss the ways in which two forms of communication, profanity and political correctness, affect the process of persuasion. Based on your discussion, recommend what a persuader should do when considering using these forms of communication.

3. What is language intensity and how does it affect the process of persuasion? List and discuss at least three theories that have been used to explain the relationship between intensity and persuasion.

4. The Sapir-Whorf hypothesis suggests that language shapes thought. Provide a specific example of how language might affect the way individuals perceive and process persuasive messages.

Chapter 8: Nonverbal Influence

Key Terms and Concepts

nonverbal behavior

impression management theory (Box 8.1, 184-185)

direct effects model of immediacy

immediacy

kinesics

eye contact

facial expressions

mirroring/mimicking

body language

emblems

illustrators

adaptors and self-touches

haptics

high in the need for touch (Box 8.3, p. 192)

proxemics

personal space

expectancy violations theory

chronemics

scarcity

psychological reactance

artifacts

physical appearance; body, face, hair, height

halo effect

endomorph, ectomorph, mesomorph

nepotistic altruism

match-up hypothesis

paralinguistics and vocalics

vocal fry

Chapter Summary

I. Nonverbal behavior plays an important role in the process of social influence.

—1) Nonverbal behavior assists in impression management.

a. Impression management theory (Box 8.1, p. 184-185) suggests that people control their behaviors, particularly nonverbal behaviors, in order to create a good impression.

b. Political debates illustrate the ways in which individuals can strategically attempt to control others' impressions through their own nonverbal behaviors.

—2) Nonverbal behavior helps establish intimate relationships.

—3) Nonverbal behavior can heighten or distract attention from persuasive messages.

—4) Nonverbal behavior reinforces behavioral compliance.

—5) Nonverbal behavior can signal expectations of behavior.

II. The direct effects model of Immediacy argues that there is a direct, positive relationship between persuasion and immediacy (i.e., the enactment of behavior communicating warmth and involvement leads to more influence).

III. Several types of nonverbal behavior are related to social influence:

A. Kinesics refers to the study of eye contact, facial expressions, gestures, and body movements and posture.

1) Although eye contact may make a person more persuasive by increasing perceptions of sincerity, its effectiveness may depend on a number of factors (e.g., the legitimacy of the request that is made).

2) Facial expressions that make a person seem sociable and relaxed, and that "mirror" the persuadee's expressions, tend to increase the influence-seeker's persuasiveness.

a. Yet, in contexts where a dominant demeanor would be most persuasive, positive and likeable facial expressions could be counterproductive.

3) The persuasive effect of gestures depends on the type of gesture being used.

a. Emblems increase attention and retention of a persuasive message.

b. Illustrators, especially if rhythmic and forceful, increase persuasion.

c. Self-touching gestures decrease a person's persuasiveness.

B. Haptics is the study of touch—touching other people, if done appropriately, tends to facilitate persuasion.

—1) Studies reveal that a slight touch increases compliance, sales, and generates positive evaluations.

—2) The nature of touch can influence perceptions (e.g., people attribute traits to others based on handshakes).

2) Yet the "Midas Touch" is a tricky tactic, as it requires that persuaders consider factors such as context, gender, and culture to determine what is appropriate.

C. Proxemics is the study of how we use space to communicate.

1) Being geographically close to another person leads to persuasion, perhaps because of perceived similarity between persuader and persuadee.

2) There are some cases in which invading personal space may be more persuasive.

3) Expectancy violations theory suggests that invading another person's space facilitates persuasion if the invader is perceived as rewarding but hinders persuasion if the invader is not perceived as rewarding.

D. Chronemics is the study of how time is used to communicate.

- 1) People with a lot of status get away with making others wait.
- 2) By providing people limited time to purchase a product, they may be more persuaded to buy it.
 - a. Psychological reactance suggests that when an item is scarce, individuals react—defensively by wanting the item more than before.
- 3) “Non-urgency” tactics, e.g., providing people with a lot of time to make a decision, can also be persuasive.
- E. Artifacts and physical features of the environment can facilitate persuasion.
 - 1) First impressions are often based on nonverbal cues (e.g., clothing, grooming, cosmetics, tattoos, hair-length, and body piercings).
 - 2) The way in which an environment is structured (e.g., is it tidy or are products placed in easily observable spots?) affects persuasion.
 - a. The appearance of a professor’s office influences students’ perceptions.
 - b. Model homes utilize downsized furniture to make the place seem tidy.
 - c. Supermarkets strategically place items in particular locations to increase purchases.
 - 3) Though high-status clothing may enhance credibility, sometimes dressing like members of one’s audience is most persuasive.
- F. A person’s physical appearance affects how persuasive he or she is.
 - 1) Physically attractive people are more persuasive than physically unattractive people.
 - a. The halo effect, whereby attractive individuals are seen in a positive light, may explain why attractive individuals encounter successful persuasive outcomes.
 - 2) Endomorphs (people with round body-shapes) tend to be less persuasive than ectomorphs (thin people) and mesomorphs (muscular people).
 - a. Perceptions based on body shape can be dependent upon factors such as meal size.
 - 3) Mature-faced people are perceived as competent, and baby-faced people are perceived as trustworthy.
 - a. Hence, mature-faced people are more persuasive when their expertise is questioned, and baby-faced people are more persuasive when their trustworthiness is questioned.
 - 4) Bald politicians have not been as successful as ones with a full head of hair.
 - 5) Nepotistic altruism is the concept that we’re prone to prefer people who look like us over dissimilar others.
 - 6) The match-up hypothesis suggests that persuasion is enhanced when endorsers are paired with products—that emphasize characteristics of the endorsers.
 - 7) Tall people, especially tall men, tend to be more persuasive than shorter people.
- G. Paralinguistics is the study of vocal stimuli.
 - 1) Vocal fry may decrease perceptions of female sources.
 - 2) Though considerable research indicates that people who speak clearly and at a fast rate are persuasive, other variables (e.g., audience involvement) may mediate this relationship.
 - 3) Synthetic voices are just as persuasive as real human voices.
- H. (Box 8.2, p. 189) The way you walk might make you vulnerable to attacks from predators.
- I. (Box 8.3, p. 192) Individuals high in the need for touch (NFTs) tend to feel the merchandise they browse. Instrumental NFTs touch to evaluate products. Autotelic NFTs touch for their enjoyment.
- J. (Box 8.4, p. 198) The perceived attractiveness of an individual is determined by the company he or she keeps.

Exercises and Learning Activities

Exercise 8-A, Impressions

Principle Illustrated: Perceptions of nonverbal communication

Purpose: To help students understand that nonverbal communication affects people’s perceptions of a communicator.

Time Required: 30–40 minutes

Directions: Before class, videotape two or three short speeches or conversations. Show the speeches/conversations to the class without any volume. Then have students rate each of the videotaped communicators on the following scales:

The communicator was:

not competent — 1 — 2 — 3 — 4 — 5 — 6 — 7 — competent

not trustworthy — 1 2 3 4 5 6 7 — trustworthy

not credible — 1 2 3 4 5 6 7 — credible

nervous — 1 2 3 4 5 6 7 — not nervous

powerless — 1 2 3 4 5 6 7 — powerful

unattractive — 1 2 3 4 5 6 7 — attractive

not persuasive — 1 2 3 4 5 6 7 — persuasive

Have students share their scores with the rest of the class. Did the speakers get high or low ratings? Why did they rate speakers the way they did? What specific types of nonverbal communication increased or decreased the ratings made of each speaker? Is it possible that the rating would change if the volume were turned up?

Exercise 8-B, Discussion: I Don't Have Time

Principle Illustrated: Chronemics and credibility

Purpose: To illustrate that some people have the power to keep us waiting.

Time Required: 5-10 minutes

Directions: Tell your class that you are behind on your lectures and would like them to stay an extra 10 or 15 minutes after class next week to “catch up.” Ask them to raise their hands if they would be willing to stay after class.

Explain that they really don't have to stay longer but talk about how many people agreed to stay. Also, ask them how they felt when you requested that they stay. If honest, many students will say they didn't like the idea and it's not because they can't imagine getting more than their tuition dollars paid for. Ask what they didn't like about it. The question may lead to a discussion of issues such as 1) how much we value time in our society (the basis of the scarcity tactic discussed in the text) or 2) our expectations for how long certain events (e.g., class time) should last, and our frustration when they last longer.

Finally, ask why some students were willing to stay after class. Some may say that education is important or that they like the class. But for others it may simply be because you are an instructor. If that's the case, ask them what they'd do if a stranger with a cart overflowing with groceries asked for “cuts” at the checkout line in a grocery store. Or what they'd do if they were managers and one of their employees was always so late that they had to stay after work 10 or 15 minutes every day to make up for the tardy employee. With that in mind, ask them who in our society has the power to make people wait. You're likely to get a lot of complaints about doctor's offices. But ask why doctors and others get away with this practice and point out the connection between credibility, status, and chronemics.

Exercise 8-C: Impression Formation and Management

Principles Illustrated: Nonverbal cues, impression management

Purpose: To make students a) more aware of the nonverbal cues others use to evaluate them, b) to demonstrate the veracity of the maxim “we cannot not communicate,” and c) to show that the messages we think we're sending are not always being interpreted the way we intend.

Time Required: 30-45 minutes

Directions: Before carrying out your lecture on nonverbal influence, recruit several male and female students for this activity. Ask them if a) they are comfortable having their peers guess certain aspects of their identity, and b) if they would be willing to identify what impressions they are trying to communicate via nonverbal means (e.g., clothes, tattoos, jewelry, hairstyle, etc.).

At the next lecture, have the volunteers stand silently in front of the class and ask the remaining students to guess their peers' entertainment preferences, career plans, political orientations, areas of residence, levels of religious-

involvement, athletic abilities, levels of commitment to education, and preferences regarding romantic partners. Also have the students write down what cues they used to form their opinions.

Last, collect the class's responses, and discuss a) the nonverbal cues they used to evaluate the volunteers, b) the accuracy of those impressions, and c) whether or not the messages the volunteers were trying to send were interpreted the way they wanted them to be interpreted.

Test Questions

Multiple Choice Questions

1. The Direct Effects Model of Immediacy argues that
- a. immediacy leads to decreased persuasion.
 - b. immediacy leads to increased persuasion.
 - c. there is a curvilinear relationship between immediacy and persuasion.
 - d. there is no relationship between persuasion and immediacy.

Answer: B

Page 185

2. The study of kinesics includes all of the following **except**

- a. touch.
- b. body synchrony.
- c. facial expressions.
- d. gestures.

Answer: A

Pages 186-190

3. Kleinke's (1980) study on eye contact at airports suggests that
- a. looking at a person while making illegitimate requests increases persuasiveness.
 - b. looking away while making illegitimate requests increases persuasiveness.
 - c. eye contact when requesting money increases persuasiveness.
 - d. people gave out money only if requesters appeared destitute and trustworthy.

Answer: B

Pages 186-187

4. Research shows that people are more persuasive when they are pictured using

- a. open body positions.
- b. closed body positions.
- c. rigid body positions.
- d. neutral body positions.

Answer: A

Page 189

5. _____ are nonverbal movements with precise verbal meaning.

- a. Illustrators
- b. Emblems
- c. Adaptors
- d. Self-touches

Answer: B

Page 189

6. _____ can substitute for words because they have an exact meaning attached to them.

- a. Emblems
- b. Illustrators
- c. Self-touches

d. ~~Adaptors~~

Answer: A

Page 189

7. Although the use of _____ seems to increase people's persuasiveness, the use of _____ seems to decrease it.

- a. ~~emblems, illustrators~~
- b. ~~illustrators, proxemics~~
- c. ~~illustrators, adaptors~~
- d. ~~self-touching, adaptors~~

Answer: C

Page 190

8. Which of the following types of gestures is least related to effective persuasion?

- a. ~~emblems~~
- b. ~~illustrators~~
- c. ~~adaptors~~
- d. ~~haptics~~

Answer: C

Page 190-191

9. _____ is the study of how time is used to communicate.

- a. ~~Haptics~~
- b. ~~Proxemics~~
- c. ~~Chronemics~~
- d. ~~Scarcity~~

Answer: C

Page 194

10. For the principle of scarcity to be an effective persuasive strategy, it must succeed in creating _____ in the persuadee.

- a. ~~expectancy violations~~
- b. ~~psychological reactance~~
- c. ~~artifacts~~
- d. ~~chronemics~~

Answer: B

Pages 194

11. Dwayne "The Rock" Johnson is an example of a/an _____, Seth Rogan a/an _____, and Taylor Swift a/an _____.

- a. ~~mesomorph, endomorph, ectomorph~~
- b. ~~mesomorph, saliomorph, endomorph~~
- c. ~~ectomorph, mesomorph, powermorph~~
- d. ~~endomorph, ectomorph, mesomorph~~

Answer: A

Page 199

12. In contrast to football players, long-distance runners tend to be _____, that is, is thin and frail-looking.

- a. ~~ectomorphs~~
- b. ~~endomorphs~~
- c. ~~mesomorphs~~
- d. ~~paramorphs~~

Answer: A

Page 199

13. In contrast to long-distance runners, football players tend to be _____, that is, muscular and brawny.

- a. ectomorphs
- b. endomorphs
- c. mesomorphs
- d. paramorphs

Answer: C

Page 199

14. _____ people are cast in commercials that seek to emphasize trustworthiness, whereas _____ people are cast into commercials that seek to portray expertise.

- a. Ectomorphic, mesomorphic
- b. Mesomorphic, endomorphic
- c. Mature-faced, baby-faced
- d. Baby-faced, mature-faced

Answer: D

Page 200

15. Paralinguistics refers to the study of

- a. pitch, rate, volume, and tone of voice.
- b. nonverbal communication.
- c. haptics and adaptors.
- d. persuasive talk.

Answer: A

Page 201

16. We are more likely to comply with a request by a person who violates our space if that person has “reward value.” The theory associated with this perspective is

- a. psychological reactance
- b. communication accommodation theory
- c. expectancy violations theory
- d. information processing theory

Answer: C

Pages 193

17. This theory or model states that warm, friendly, involving behaviors are persuasive in and of themselves.

- a. Communication Accommodation Theory
- b. Reinforcement Theory
- c. Language Expectancy Theory
- d. Direct Effects Model of Immediacy
- e. Impression Management Theory

Answer: D

Page 185

18. The use of _____ tends to facilitate both attention to, and retention of, a persuasive message.

- a. powerless language
- b. pallid language
- c. adaptors
- d. emblems

Answer: D

Page 189-190

19. The use of “scarcity” as a sales technique (e.g. “limited time offer!” “hurry while supplies last!”) is most closely associated with which of the following theories or concepts?

- a. psychological reactance
- b. Elaboration Likelihood Model (ELM)

- e. expectancy-violations theory
- d. inoculation theory

Answer: A

Pages 194

22. A politician continued to shake her head and roll her eyes while her opponent spoke. Impression management theory suggests that this will

- a. make the politician's opponent appear undesirable and dishonest.
- b. make both the politician and her opponent appear deceptive.
- c. increase the politician's credibility.
- d. increase the speaker's credibility.

Answer: D

Page 184-185

23. Angela told her mother that she would be moving out of the house. Her mother's teary-eyed stare changed into a cold, furrow-browed stare as she crossed her arms. Angela knew her mother was not going to let her move out. This example best illustrates

- a. that each nonverbal code is an isolated message.
- b. that nonverbal codes are easily detected.
- c. that each nonverbal code rarely operates alone.
- d. that a nonverbal code is rarely reliable.

Answer: C

Pages 186

24. According to the textbook, if an individual would like to enhance her/his trustworthiness, she/he should

- a. smile frequently.
- b. limit smiling to rare occasions.
- c. smile quickly.
- d. begin to smile slowly and then let the smile linger.

Answer: D

Page 188

25. Annie is meeting her fiancé's sister for dinner. She would like to establish a friendly bond with her future sister-in-law. Which of the following is the best advice one can give Annie?

- a. Annie should mimic her future sister-in-law's nonverbal behavior.
- b. Annie should reduce eye contact with her future sister-in-law.
- c. Annie should use adaptors to help her establish a friendship.
- d. Annie should meet her future sister-in-law's smile with a frown.

Answer: A

Page 188

26. _____ Need For Touch (NFTs) individuals use touch to evaluate products, whereas _____ Need for Touch (NFTs) individuals touch things because they find the touch of items pleasurable.

- a. Haptic, resilient
- b. Malleable, inclination
- c. Instrumental, autotelic
- d. Autotelic, instrumental

Answer: C

Page 192

27. A bookstore encourages customers to take their time browsing, offers them free muffins and coffee, and encourages them to sit down and read a book. Which statement best illustrates this tactic?

- a. By limiting a customer's time, the bookstore aims to increase purchases.
- b. Geographical proximity leads to persuasion.
- c. Sometimes coming across like time is not an issue is persuasive.
- d. Do not judge a book by its cover.

Answer: C

Page 195

28. Teven & Comadena (1996.) had students visit a professor with either a “messy” or a “tidy” office. Later the students heard the same professor give a lecture and rated the professor’s performance. The results revealed that professors with messy offices were viewed as:

- a. more dynamic
- b. more competent
- c. more trustworthy
- d. more authoritative

Answer: A

Page 197

29. Suppose two political candidates are having a televised debate. While candidate Nelson is speaking, Candidate Boswell is best advised to:

- a. scowl whenever Nelson makes a point
- b. shake his head “No” while Nelson is speaking
- c. maintain a neutral expression
- d. roll his eyes while Nelson is speaking
- e. tap a pencil or drum his fingers as a distraction

Answer: C

Page 184-185

30. A study of Facebook users revealed that an average-looking person was judged to be more attractive if she/he posted photos of friends that were

- a. attractive
- b. unattractive
- c. average-looking
- d. older than her/him
- e. younger than her/him

Answer: A

Page 198

Essay Questions

1. The text discusses three types of gestures. List and describe each type. How are they different? How does each affect the process of persuasion?

2. When and how does proxemics help someone be more persuasive? As you answer, be sure to include what you know about Nonverbal Expectancy Violations Theory. What does the theory say about when you should and should not invade someone's personal space?

3. If you were advising someone in retail sales how to use nonverbal cues to his or her advantage, what are two “do’s” and two “don’ts” you would offer in the way of advice? Why?

4. Based upon Expectancy Violations Theory, what advice would you offer a CEO, who was perceived as having high credibility, who was about to make a persuasive presentation before the board of directors of the corporation?

5. Contrast psychological reactance to the “nonurgency” tactic. Explain a particular real-life scenario in sales where psychological reactance would be beneficial. Provide one for the “nonurgency” tactic as well. Explain why the tactics would be appropriate to the setting.

6. If you were managing the store layout of a new chain of grocery stores, how would you structure the environment? What strategy would you utilize to create appeal for products? Explain.

7. Does physical appearance influence? Do you agree with the findings provided in the textbook? Take a position and explain.

8. What is vocal fry and how is it related to persuasiveness? Do you find the results of studies on vocal fry disturbing? Why or why not?

Chapter 9: Structuring and Ordering Persuasive Messages

Key Terms and Concepts

rhetoric	primacy and recency effects
inventio, elocutio, memoria, pronuntiatio, dispositio	experiential vs. non-experiential products
implicit versus explicit conclusions	inoculation theory
gain-framed versus loss-framed	inoculation strategy/defense
risk aversion	—threat
present vs. future-minded people	—refutational preemption
high sensation vs. low sensation seekers	supportive strategy/defense
quantity versus quality of arguments	cultural truisms
evidence	one-sided versus two-sided messages
ceiling effect	refutational versus nonrefutational messages
anecdotal/narrative proof	forewarning
identifiable victim effect	counterattitudinal attack
repetition	counterarguing
mere exposure effect	strength model of self-control
anticlimax, climax, and pyramidal order	distraction (Box 9.3, p. 227)
	psychological reactance

Chapter Summary

I. Persuaders using an “explicit conclusions approach” directly state the claim in their messages, while those using an “implicit conclusions approach” allow their audience to draw their own conclusions after hearing a message.

A. Generally speaking, explicit conclusions are the more persuasive than implicit conclusions.

B. Implicit conclusions may work best when receivers are personally involved with the topic.

II. Overall, there are no noticeable differences between the persuasiveness of loss-framed and gain-framed messages. That said, some conditions may favor one approach over the other.

III. People who are not involved and are unlikely to scrutinize a message are most persuaded by a large number of arguments, while their counterparts are most persuaded by a small number of quality arguments.

A. According to the ELM, receivers who carefully scrutinize persuasive messages are processing them through the central route to persuasion.

B. When receivers do not have the ability or motivation to scrutinize a message, they still have the possibility of being persuaded through the peripheral route to persuasion.

IV. As a general rule, evidence facilitates persuasion.

A. Evidence sometimes functions as a peripheral cue but is most effective when receivers rely on central processing.

B. The amount of evidence, type of proofs, and level of receiver involvement are all factors that affect persuasion.

C. Statistical evidence tends to be more persuasive than anecdotal evidence, especially when receiver involvement is high, but using both types of evidence together may be the best approach of all.

D. The identifiable victim effect (Box 9.1, p. 216) suggests that people are more willing to help specific, recognizable victims more than anonymous, statistical victims.

V. Repeating a message may facilitate or hinder persuasion.

A. Mere exposure theory argues that people respond favorably to familiar stimuli and suggests that repeated exposure to a message should facilitate persuasion.

B. However, research has shown that repeated exposure to a personally irrelevant message does not increase the message's persuasiveness, while repeated exposure to a personally relevant message with a strong argument does enhance the message's persuasiveness.

VI. Placing strong arguments at the beginning (anticlimax order) or end (climax order) of a message is more persuasive than placing strong arguments in the middle of a message (pyramidal order).

A. The channel through which an argument is presented may govern whether strong arguments should go first or last.

—B. When arguments are presented through an auditory channel, order is important.

VII. The primacy effect occurs when the first speaker's message is the most persuasive; the recency effect occurs when the second speaker's message is most persuasive.

A. The primacy effect is most likely if there is a time delay between the measurement of persuasive effects and exposure to the first and second speakers' messages.

B. The recency effect is most likely if there is a time delay between the first and second speakers' messages before persuasive effects are measured.

C. Several factors (e.g., the experiential or non-experiential nature of the product being tested) mediate primacy/recency effects.

VIII. Researchers have studied inoculation, supportive strategies, message-sidedness, forewarning, and distraction as means of promoting and/or resisting persuasion:

A. Inoculation and supportive strategies make people more resistant to persuasive messages.

1) An inoculation strategy exposes people to a "weak dose" of an opponent's argument and then refutes it.

2) A supportive strategy provides reasons for why people should continue to believe what they already believe.

3) When used together, inoculation and supportive strategies are more effective at making people resistant to an opponent's message than either an inoculation or supportive strategy alone.

4) Once people have been inoculated against one particular argument, they may be resistant to new and different arguments.

5) (Box 9.2, p. 223) Inoculation is an effective strategy in preventing teen smoking and in refuting a political opponent's attacks.

B. Messages that contain an argument while also refuting the opponent's argument (i.e., two-sided, refutational arguments) are more persuasive than one-sided arguments or two-sided, nonrefutational arguments.

C. Forewarning people that they are about to be exposed to a persuasive message generally makes them more resistant to persuasion:

— 1) Forewarning may increase counterarguing and, hence, more resistance.

— 2) The strength model of self-control suggests that forewarning may brace us to save our cognitive resources, which aids counterarguing and, in turn, resistance.

— 3) Forewarning may increase psychological reactance and, hence, lead to more resistance.

D. (Box 9.3, p. 227) The practice of bracketing is an attempt to distract an audience's attention from a political candidate. Such distractions can benefit a speaker but can also prevent people from scrutinizing a counterattitudinal message.

Exercises and Learning Strategies

Exercise 9-A, Chinese Characters

Principle Illustrated: Mere Exposure

Purpose: To help students understand the Mere Exposure Effect and methods of studying it.

Time Required: 30-40 minutes

Directions: Zajonc's (1968) study on the Mere Exposure Effect is a fun one to try to replicate in class. As noted in the text, Zajonc had his research participants view 3x5 cards of Chinese characters/symbols from 1 to 25 times. Although participants did not know how to read Chinese, they "defined" characters they'd seen more often in more positive ways. For the sake of time, you'll have to modify the experiment slightly. For example, Zajonc "ran" participants one at a time; you'll have to run them all at once. Also, Zajonc showed the Chinese characters on 3x5 cards; you'll want to use larger paper so everyone can see. Finally, Zajonc showed some characters up to 25 times; you may want to lower the most often seen character to 10 times, though this may attenuate the effect.

To prepare, you'll need to create/draw 10 Chinese characters. It doesn't matter if they are real. Most of the characters Zajonc used were meaningless. You'll be showing 2 of the characters 10 times, 2 of the characters 5 times, 2 of the characters 2 times, 2 of the characters 1 time, and 2 of the characters 0 times. Make the appropriate number of copies of the characters you will show more than once (e.g., 10 copies of 2 characters and so forth). Then mix up all the characters, except the 2 you will not be showing, so you have a stack of characters in the order you will show them.

In class, simply explain that what you're doing deals with learning a new language and tell your students to pay close attention to all the cards you show them. Show each character for a few seconds before going to the next.

After showing all the cards, tell your students that the characters stand for adjectives, and that, although it is nearly impossible to guess their meanings, you want them to try to guess whether the meanings are good or bad. Show the 10 different characters one at a time and have students rate them on a scale of 0 to 6 (0=bad, 6=good).

If the Mere Exposure Effect occurred, the most frequently seen characters should receive the highest ratings.

Note: Zajonc replicated this study with other stimuli as well. If you don't like using Chinese characters, you can also use photos of people or Turkish words (the 12 Turkish words Zajonc used were IKTITAF, AFWORBU, SARICK, BIWOJNI, NANSOMA, KADIRGA, ENANAL, DILIKLI, ZABULON, LOKANTA, JANDARA, CIVADRA). You could also try using music as a stimulus, but this could be time consuming.

Reference: Zajonc, R.B. (1968). Attitudinal effects of mere exposure. Journal of Personality and Social Psychology Monograph, 9 (2, part 2), 1-27.

Test Questions

Multiple-Choice Questions

1. Charlie decides to sell fish with this advertisement: "Research shows that people love to have their choice of fresh, frozen, or smoked fish. Chillin' Guppy and Zippy fish only offer frozen fish, but Charlie's Fish has all three. Where do you want to go to get your fish?" Charlie's advertisement is using a/an

- a. explicit conclusion.
- b. implicit conclusion.
- c. anticlimax order.
- d. pyramidal order.

Answer: B

Page 211

2. Rob presents his strong arguments first and his weak arguments last when trying to convince his wife why they should buy a new boat. His overall message is said to have a/an

- a. explicit conclusion.
- b. one-sided message.
- c. inoculation strategy.
- d. anticlimax order.

Answer: D

Page 218

3. Generally, research on argument order suggests that when organizing a speech, _____ is your best strategy for being the most persuasive.

- a. putting your strongest argument either first or last
- b. putting your strongest argument last
- c. putting your strongest argument first
- d. putting your strongest argument in the middle

Answer: A

Page 219

4. According to studies on voting preferences and message effects, primacy effects seem to prevail when we _____ vote for one of the candidates.

- a. hear one candidate speak, wait a week, hear the other speak, wait a week, and then
- b. hear one candidate speak, hear part of the other candidate's speech, and then
- c. hear one candidate speak right after another and then wait a week before we
- d. hear one candidate speak, hear a heckler, hear the other candidate

~~Speak, and then~~

~~Answer: C~~

~~Pages 218-219~~

~~5. Binky and Babbs are running for political office and will each have a chance to give one televised speech. The schedule for speeches looks like this: one candidate will speak for 10 minutes and then the second candidate will speak for 10 minutes as soon as the first speaker is finished. A week later, the public will cast votes. Based on what you know about order effects and persuasion, if Binky can choose when he wants to speak, which of the following options should he choose?~~

~~a. He should speak before Babbs.~~

~~b. He should speak after Babbs.~~

~~c. He should speak after Babbs, but only if he uses a two-sided approach.~~

~~d. It doesn't matter when he speaks. With a name like Binky, he doesn't have a chance.~~

~~Answer: A~~

~~Pages 218-220~~

~~6. A cultural truism is a belief~~

~~a. that cannot be shaken~~

~~b. whose truth is taken for granted~~

~~c. that is not accepted by receivers when taken out of context~~

~~d. that is false but is believed to be true~~

~~Answer: B~~

~~Page 221~~

~~7. When a defense attorney informs the jury that her opponent will try to scare them about what kind of monster her client is, she is using~~

~~a. an antilimax order.~~

~~b. cultural truisms.~~

~~c. inoculation.~~

~~d. forewarning.~~

~~Answer: D~~

~~Pages 225-226~~

~~8. The political practice of sending in hecklers to interfere with an opponent's campaign is known as~~

~~a. distracting.~~

~~b. forewarning.~~

~~c. bracketing.~~

~~d. dispositio.~~

~~Answer: C~~

~~Page 227~~

~~9. Which of the following sayings best describes Mere Exposure Theory?~~

~~a. Absence makes the heart grow fonder.~~

~~b. Birds of a feather flock together.~~

~~c. Familiarity breeds contempt.~~

~~d. Things tend to grow on us.~~

~~Answer: D~~

~~Page 216-217~~

~~10. According to research on message organization, the least effective approach is a/an~~

~~a. climax order.~~

~~b. antilimax order.~~

~~c. pyramidal order.~~

~~d. superficial order.~~

~~Answer: C~~

~~Page 218~~

11. In her opening remarks to a jury, a defense attorney informs the jury that the prosecution will try to portray her client as a monster. She asks them to keep an open mind until they've heard all the evidence. The defense attorney is using

- a. distraction.
- b. bracketing.
- c. psychological reactance.
- d. forewarning.

Answer: D

Page 225

12. A two-sided message tends to be ineffective if

- a. receivers are exposed to the opposing point of view at a later time.
- b. opposing arguments are only acknowledged, but not refuted, in the message.
- c. the emphasis is on reasoning as opposed to evidence.
- d. the persuader is facing a "hostile" audience, e.g., receivers who disagree with the persuader.

Answer: B

Page 224

13. In most cases, the most effective strategy when arguing against an opposing message is:

- a. one-sided message.
- b. two-sided message.
- c. two-sided nonrefutational message.
- d. two-sided refutational message.

Answer: D

Page 224

14. Research shows that inoculating people against one particular argument

- a. does not make them more resistant to other, different arguments.
- b. does make them more resistant to other, different arguments.
- c. works only if a one-sided message is used.
- d. works only if the topic or issue involves cultural truisms.

Answer: B

Page 222

15. Fatima was asked to answer a difficult hypothetical question. The question stated, "If you were an animal shelter director and you were given the following choices, which action would you choose?" The options were:

Option 1: Guarantee that 20 out of 60 animals will not be euthanized.

Option 2: Given a 33.3 percent chance that all 60 animals will be saved, and a 66.6 percent chance that all of the animals will be euthanized.

This set of options is best termed

- a. gain-framed messages.
- b. loss-framed messages.
- c. balance-framed messages.
- d. threat-framed messages.

Answer: A

Pages 213-213

16. Abby and Giovanni attended an art show and listened to an artist speak about the lack of funding for the arts. Abby did not find the topic personally relevant. On the contrary, Giovanni was very passionate about the topic. Based on the ELM, how will Abby and Giovanni process the speaker's argument?

- a. Giovanni will focus on the amount of arguments provided, and Abby will focus on the number of strong arguments.
- b. Abby will focus on the number of strong arguments, and Giovanni will focus on the speaker's introduction and conclusion.
- c. Abby will focus on the amount of arguments provided, and Giovanni will focus on the number of strong

arguments.

d. Both Abby and Giovanni will listen to the evidence provided, yet Giovanni will count the number of weak arguments and Abby will count the number of strong arguments.

Answer: C

Page 213-214

17. _____ is best put to use when receivers rely on central processing.

a. Social proof

b. Evidence

c. Inoculation

d. Order exposure

Answer: B

Page 214-215

18. In general, which of the following is most true?

a. Statistical proof is more persuasive than anecdotal proof.

b. Anecdotal proof is more persuasive than statistical proof.

c. Statistical and anecdotal proof are equally persuasive.

Answer: A

Page 215

19. Which of the following statements regarding order effects is most accurate?

a. Stronger arguments should always go last.

b. Placing your strongest argument in the middle is the most effective strategy.

c. Order is not important when your message is presented through multiple channels.

d. Order is important when messages are presented through auditory channels.

Answer: D

Page 218

20. An inoculation defense is

a. a set of arguments that attack a message.

b. a set of several arguments supporting a message.

c. a set of weak arguments attacking a message and arguments that refute the attacks.

d. repeated exposure to a combination of strong and weak attacks.

Answer: C

Page 222

21. Pfau (1992) and colleagues' study on seventh graders and smoking prevention suggests that inoculation

a. works for students with low self-esteem, but not with students with high self-esteem.

b. works for students with high self-esteem, but not with students with low self-esteem.

c. works on students that have never experienced peer pressure.

d. works only if the students were high in the need for cognition.

Answer: B

Page 223

22. Under which circumstances would the quality, rather than the quantity, of arguments matter most?

a. when listeners have high involvement

b. when listeners have low involvement

c. when the conclusion is explicit

d. when the conclusion is implicit

Answer: A

Page 214

23. A company is set to launch a new product line. At first, only the brand's logo is displayed in various media, without any explanation of what the brand is or what the brand does. Greater familiarity with the logo, in and of itself, tends to make consumers like the brand more. This strategy is known as:

- a. social impact model
- b. logo leveraging
- c. mere exposure effect
- d. brand seeding

Answer: C

Pages 216-217

24. Using an “implicit conclusions approach” tends to be more effective than using an “explicit conclusions approach” when:

- a. the persuasive message is irrelevant to the receiver
- b. the receiver is “high in the need for cognition”
- c. the receiver trusts that the persuaders intentions are good
- d. the message is narrative in nature

Answer: B

Pages 211-212

Essay Questions

1. The text suggests that forewarning and distraction affect the process of persuasion. In what ways do they do this? Based on what you know about forewarning and distraction, what advice would you give to a politician who is about to engage in a debate with another politician?

2. When persuaders are faced with the decision of using a large number of weak arguments or a small number of strong arguments, what should they do? Why?

3. The text notes that early research regarding one-sided versus two-sided arguments was inconsistent. Describe the inconsistency. How was it resolved? What advice would you give to someone who was trying to decide whether to use a one- or two-sided message?

4. Discuss Inoculation Theory. What are its goals? What is the difference between an inoculation defense and a supportive defense? Provide an example of when inoculation theory might be useful. Apply the theory to your example.

5. What are loss-framed and gain-framed messages? What role do they play in the process of persuasion? If you were a doctor who wanted your patients to follow your directions, how might you employ such messages? Provide examples.

6. Mere Exposure Effect suggests that the more one is exposed to a message, the more likely it will be looked upon favorably. Based on what you know about the Mere Exposure Effect, what advice would you give to a grassroots politician who wanted to increase her/his exposure? Are there limits to her/his potential in influencing through the Mere Exposure Effect? Explain.

7. Compare and contrast inoculation and forewarning as approaches to persuasion. How are they similar? How are they different?

8. Imagine that you are trying to raise money for families that are homeless because a hurricane struck their area. In what ways, if any, will using anecdotal and/or statistical evidence help your cause? Explain.

Chapter 10: Compliance Gaining

Key Terms and Concepts

compliance gaining versus persuasion	referent power
types of compliance gaining strategies	politeness theory
altercasting (also in Box 10.1, p. 239)	positive and negative face
dimensions of compliance gaining situations	communicator characteristics and compliance gaining
—dominance, intimacy, resistance, personal benefit, rights, relational consequences, apprehension	design logics
compliance resisting (Box 10.2, p. 241)	expressive design logic
interpersonal versus noninterpersonal compliance gaining	conventional design logic
short-term vs. long-term consequences of compliance gaining	rhetorical design logic
intimate couple types; Traditionals, Separates, and Independents	primary and secondary goals
reward power	goals-plans-action theory
coercive power	identity goals
expert power	interactional goals
legitimate power	resource goals
	arousal goals
	problems with typology development
	social desirability bias

Chapter Summary

I. Compliance gaining refers to attempts to change a person's overt behavior.

A. Studies on this topic have focused on identifying which influence strategies people are most likely to select and use either to influence or to resist the influence of others.

II. Early research by Marwell and Schmitt focused on identifying the various tactics from which persuaders choose when trying to gain compliance. Their typology identified 16 compliance gaining tactics. They are provided with examples in Table 10.1 (p. 238).

III. Several situational factors influence the type of compliance gaining strategy that persuaders choose. Examples include:

A. The type of relationship

1) Less socially acceptable tactics tend to be used in noninterpersonal relationships, especially in situations involving short-term consequences; more socially acceptable tactics tend to be used in interpersonal relationships, especially in situations involving long-term consequences.

2) Different couple types (i.e., Traditional, Separate, Independent) tend to use different compliance gaining strategies.

3) Individuals engage in compliance-seeking strategies (i.e., commitment, alignment, negativity, and harm) in circumstances where a relationship is deteriorating.

B. People can draw upon sources of power to influence others.

1) More powerful people believe they have more legitimacy when seeking compliance, so they may not be as polite as less powerful people.

2) In order to maintain "face," less powerful people are more polite when seeking compliance than are more powerful people.

3) Individuals seeking compliance should use direct requests, as they are considered efficient and polite.

4) The nature of refusals also determines whether the sender's "face," the receiver's "face," or both individuals' "faces" are threatened.

C. Communicator Characteristics: Gender, personality, and culture, and other "sender" characteristics, affect the choice of compliance gaining strategies.

D. O'Keefe (1988, 1990) identified the three different beliefs about communication and termed them design logics.

— 1) Expressive design logic believers tend to express what they think and feel through primitive means.

— 2) Conventional design logic believers tend to abide by rules for appropriate social behavior when they express their thoughts and feelings.

3) Rhetorical design logic believers tend to pursue multiple goals, remain proactive, and use rational arguments.

IV. Recent research has examined the types of goals and rules that communicators try to satisfy when seeking compliance:

A. The Goals-Plans-Action Theory argues that compliance seekers have different types of goals when they attempt to influence others.

B. Compliance seekers try to satisfy the primary goal of compliance and a number of secondary goals (e.g., identity goals, arousal goals), which constrain the types of strategies they can choose.

C. Based on the relationships among all of the goals involved, a person develops plans and then considers possible strategies when attempting to take action.

V. Compliance-gaining research has been plagued by a number of methodological problems:

A. For a number of reasons, choosing from a list of strategies may not represent how persuaders decide what to do in "real life."

1) The social desirability bias may be more likely to occur when people are given a list of strategies to choose from.

2) The construction of strategies offers a more representative approach to uncovering "real-life" compliance-gaining strategies.

VI. Cialdini developed a typology of seven underlying compliance principles by observing actual persuasion encounters. The principles include: Reciprocity, scarcity, consistency/commitment, authority/liking, social proof, and unity.

VI. (Box 10.1, p. 239) People who use negative altercasting as a compliance-gaining tactic tend to be perceived as less competent and are less persuasive than people who use more prosocial tactics.

VII. (Box 10.2, p. 241-242) "No" is not the only response one can use to resist compliance-gaining attempts. Possible strategies in resisting persuasion are offered. In certain situations, it is important to reduce ambiguity in communicating resistance (e.g., resisting sexual advances). When resistance meets resistance, a more negative and intensified resistance strategy is necessary.

VIII. (Box 10.3, p. 247) The medical context is a unique context in which compliance-gaining is essential. Physicians prefer using strategies that appeal to authority, knowledge, and expertise, and tend to avoid threatening and antisocial strategies. Effective patient compliance-gaining strategies are highlighted.

Exercises and Learning Activities

Exercise 10-A, Which Tactic Would You Use?

Principle Illustrated: Different types of compliance-gaining strategies, developing a compliance-gaining typology, flaws in typology development

Purpose: To help understand the process required and the problems inherent in developing compliance-gaining typologies.

Time Required: 30-40 minutes

Directions: This activity requires your class to develop its own typology of compliance-gaining strategies. Ask each student to select a partner, then give each dyad one of the following scenarios used by Marwell and Schmitt (1967) or Wiseman and Schenck-Hamlin (1981):

Scenario 1: You have worked for a large, exclusive clothing store for several years as a salesperson. You have the best record in the store. You want Mr. Wilson, the owner of the store, to promote you to the position of sales manager that is now open.

Scenario 2: Your teenage son, Dick, who is a high school student, has been getting poor grades. You want to increase the amount of time he spends studying from 6 to 12 hours a week.

Scenario 3: You are a door-to-door salesperson, attempting to sell a set of encyclopedias costing \$160 to Fred, the father of two school-age children.

Scenario 4: You are failing a course in French. You would like your roommate, Pat, who has been doing very well in the course, to spend several hours tutoring you before the final exam, although Pat is very busy studying for exams.

Scenario 5: Your roommate has asked his/her friend to come live with the two of you indefinitely. You don't necessarily want to share the apartment with a new individual, so you try to talk the roommate out of the idea.

Scenario 6: Your roommate is playing his/her stereo loudly the night before you must take a midterm examination in a class. You need to ask him/her to turn it off, even though your roommate has been known to get upset at the prospect.

Have students discuss with their partners how they would seek compliance in the situation. Then, as a class, have each student report the strategy or strategies he/she would use. As students discuss the strategy, try to get the class to label the strategy (e.g., promise, threat, etc.). As students continue to report strategies, determine if they are similar to the ones already reported or if they constitute entirely new strategies. Eventually, you end up with a typology of strategies generated by the class.

From here, you can discuss several topics in the chapter. For example, is your typology the same or different than the one Marwell and Schmitt (1967) reported (their typology is shown in the text)? If so, why? One possible reason is that Marwell and Schmitt created strategies deductively, while this exercise required students to create them inductively (these different methods are discussed in Chapter 10).

Also, you might ask the students if they can think of any strategies that a person might use that did not show up on the class's typology. If so, you can ask why these strategies were neglected to begin with. This might lead to issues of typology development that were also discussed in the chapter (e.g., social desirability bias, forcing people to choose strategies other than those they might really use, artificially cueing people about strategies they might never think of using, and so forth).

References: Marwell, G., & Schmitt, D. R. (1967). Dimensions of compliance-gaining behavior: An empirical analysis. *Sociometry*, 30, 350-364.

Wiseman, R. L., & Schenck-Hamlin, W. (1981). A multidimensional scaling validation of an inductively derived set of compliance-gaining strategies. *Communication Monographs*, 48, 251-270.

Exercise 10-B, Which Tactic Would You Use? Number 2

Principle Illustrated: Likelihood of using different compliance-gaining strategies

Purpose: To give students an idea of the types of compliance-gaining strategies they are likely to choose themselves.

Time Required: 15-30 minutes

Directions: For this activity, you can use the list of Marwell and Schmitt's (1967) compliance-gaining tactics found in Chapter 10 (p. 238) or the list you developed with your class in the previous exercise (see above).

Provide students with one of the compliance-gaining situations (see previous exercise) and ask them to decide which of the strategies they would be most likely to use in that situation (if you'd like, you can have them decide on the two or three most likely strategies). Then go down the list of strategies and have students raise their hands when you name the strategy that was the one selected by them. Keep track of the number of people who selected each strategy. This will give you and students an idea of what their most preferred strategy is and what strategies are preferred in general.

Next, ask students why they think some strategies tend to be preferred over others. This might lead to a discussion of some of the situational constraints and compliance-gaining goals discussed in the chapter (e.g., using some strategies might damage relationships, negatively affect the strategy user's identity, and so forth).

Reference: Marwell, G., & Schmitt, D. R. (1967). Dimensions of compliance-gaining behavior: An empirical analysis. *Sociometry*, 30, 350-364.

Exercise 10-C, Which Tactic Would You Use? Number 3

Principle Illustrated: Resisting compliance

Purpose: To help students understand the ways in which compliance-gaining strategies might be resisted.

Time Required: 15–30 minutes

Directions: For this activity, you can use the list of Marwell and Schmitt's (1967) compliance-gaining strategies found in Chapter 10 or the list you developed with your class in the previous exercise (see above).

Provide students with one or more of the compliance-gaining situations (see previous exercise) and ask them to discuss how they would RESIST each of the compliance-gaining strategies.

As in the previous exercises, this process can be used to 1) develop a typology of resistance strategies that can be compared to the one discussed in the text, and 2) determine which resistance strategies are most likely to be used and why.

Reference: Marwell, G., & Schmitt, D. R. (1967). Dimensions of compliance-gaining behavior: An empirical analysis. *Sociometry*, 30, 350–364.

Web Links

1. Principles illustrated: Parent—Child Compliance-Gaining/Persuasion/Influence

This site, operated by the Public Broadcasting Service (PBS), offers tips and strategies for parents interested in gaining compliance from their children.

http://raisingchildren.net.au/articles/strategies_for_negotiating_and_working_it_out_pbs.html/context/285

British psychologist and child-development specialist Karen DeBord in this article addresses six myths regarding adolescents, puts them in context, and then gives parents specific communicative strategies to enact to improve their relationships with and influence over their teens.

<http://www.practicalparent.org.uk/teens.htm>

2. Principle illustrated: Classroom Compliance-Gaining

This page provides some tips for gaining student compliance in educational settings as well as links to other sites with information on classroom compliance and management.

<http://www.adprima.com/managing.htm>

Test Questions

Multiple-Choice Questions

1. Which of the following is not one of the five basic types of compliance-gaining strategies identified by Marwell and Schmitt?

- a. rewarding activity
- b. punishing activity
- c. expertise
- d. hinting

Answer: D

Page 237

2. Which of the following is not a situational dimension affecting one's choice of compliance-gaining strategies?

- a. dominance
- b. intimacy
- c. proximity
- d. apprehension

Answer: C

Page 240

3. Threat tactics are most likely to be used in which of the following situations?

- a. noninterpersonal contexts with short-term consequences
- b. noninterpersonal contexts with long-term consequences
- c. interpersonal contexts with short-term consequences
- d. interpersonal contexts with long-term consequences

Answer: A

Pages 240-243

4. Joe and Kathy are in a relationship where they spend a great deal of time away from each other, avoid arguments, and have little reliance upon each other. Joe and Kathy would be considered

- a. traditionals
- b. intimates
- c. independents
- d. separates

Answer: D

Page 243

5. Franz and Mia hold fairly nonconventional relational values and maintain some interdependence in their relationship. Both are assertive on issues with each other and engage in conflict at times. Based on Fitzpatrick's typology of couple types discussed in the text, Franz and Mia would be considered

- a. traditionals
- b. intimates
- c. independents
- d. separates

Answer: C

Page 243

6. Which of the following couple types tends to discount and refute their partners the most?

- a. traditionals
- b. independents
- c. interdependents
- d. separates

Answer: B

Page 243

7. We tend to take the medical advice of our doctors seriously because of their _____ power.

- a. coercive
- b. legitimate
- c. expert
- d. dominant

Answer: C

Page 244

8. Costas wants to be so much like his big brother Dimitri that it's easy for Costas to persuade Dimitri to do things. This is an example of _____ power.

- a. coercive
- b. referent
- c. legitimate
- d. expert

Answer: B

Page 244

9. Politeness Theory suggests that we maintain _____ when others like, respect, and approve of us, and _____ when we do not feel constrained or impeded by others.

- a. positive face, negative face

- b. negative face, positive face
- c. referent power, coercive power
- d. coercive power, expert power

Answer: A

Pages 244-245

10. Tabatha is filling out a questionnaire. One question asks her if she ever threatens other people in order to get them to do something. Although Tabatha frequently threatens her children in order to get them to clean their rooms, she lies on the questionnaire because she doesn't want to look bad. This is an example of

- a. social desirability bias.
- b. inductively derived typologies.
- c. design logics.
- d. research participant fatigue.

Answer: A

Pages 253

11. Babbs wants to get her roommate, Christina, to clean up some dirty dishes she left in the sink. However, Babbs is an anxious person and the thought of a confrontation makes her too nervous. As a result, she decides not to confront Christina. In this situation, Babbs' primary goal seems to be constrained by

- a. her desire to influence Christina.
- b. identity goals.
- c. interaction goals.
- d. arousal goals.

Answer: D

Page 251

12. Identity goals are concerned with

- a. creating a good impression and behaving in appropriate ways.
- b. maintaining one's moral standards and principles for living.
- c. maintaining levels of interpersonal arousal.
- d. increasing personal awards.

Answer: B

Page 251

13. Babbs called Biff an "inconsiderate and selfish pig" because he was late for a date. Which of the following design logics is Babbs using?

- a. conventional
- b. expressive
- c. rhetorical
- d. offensive

Answer: B

Page 248

14. People who use a/an _____ design logic believe that the given context determines what type of communication is appropriate.

- a. conventional
- b. expressive
- c. rhetorical
- d. offensive

Answer: A

Page 248

15. Which of the following is the most sophisticated type of design logic?

- a. conventional
- b. expressive
- c. rhetorical

d. offensive

Answer: C

Pages 248-249

16. A female who does not desire intimate relations with a male should resist his advances by

- a. using indirect verbal messages.
- b. using nonverbal cues to indicate her disinterest.
- c. using direct verbal messages.
- d. using passive-aggressive messages.

Answer: C

Pages 241-242 Box 10.2

17. All of the following are dimensions of compliance-gaining situations except

- a. intimacy.
- b. dominance.
- c. resistance.
- d. nonverbal behavior.

Answer: D

Page 240

18. How do we decide which strategies will have a positive emotional impact and which will have a negative emotional impact?

- a. We determine which perceptual strategies we will use based on our resource goals.
- b. We determine which perceptual strategies we will use based on our expressive design logic.
- c. We determine which perceptual strategies we will use based on our legitimate power.
- d. We determine which perceptual strategies we will use based on our perceptual threshold.

Answer: D

Pages 246-248

19. According to the textbook, patient compliance and satisfaction occurs when physicians

- a. use threatening and antisocial tactics.
- b. express similarity.
- c. use powerless language.
- d. engage in bait and switch tactics.

Answer: B

Page 247 Box 10.3

20. Timmy to Tommy: "You should donate money to this charity because only a heartless sadist would refuse to help cross-eyed kittens." In this example, Timmy is using which of the following compliance-gaining tactics?

- a. negative altercasting
- b. threat
- c. negative admiration
- d. indebtedness

Answer: A

Pages 239 Box 10.1

21. After an employee offers you a free sample of candy, you find yourself feeling obligated to buy an entire box of chocolates. Which underlying principle of social influence best explains your reaction?:

- a. the principle of unity
- b. the principle of scarcity
- c. the principle of reciprocity
- d. the principle of social proof
- e. the school principal

Answer: C

22. After hearing that a book is a “bestseller,” you feel compelled to buy it. Which underlying principle of social influence best explains your reaction?:

- a. the principle of unity
- b. the principle of scarcity
- c. the principle of reciprocity
- d. the principle of social proof
- e. the principle of consistency

Answer: D

Essay Questions

1. What is persuasion? What is compliance? How are they similar and how do they differ? On what aspect of persuasion does each focus?

2. Does a person's choice of a compliance-gaining strategy depend on the situation? If so, what dimensions of situations affect strategy choice? Provide an example of as many dimensions as you can.

3. The study of compliance-gaining has been plagued by several problems. List and discuss at least two. How have these problems limited what we know about compliance-gaining? What might be done to alleviate these problems?

4. In what ways do a compliance-seeker's goals affect his/her choice of strategies? List and discuss the different types of goals of concern to someone seeking compliance. Why is being aware of such goals important to the study of compliance-gaining?

5. What type of strategies do physicians prefer to use when they encounter patient noncompliance?

6. What is negative altercasting and how is it used as a compliance-gaining tactic? Consider negative altercasting alongside the goals-plans-action theory. What types of goals might play a role in a persuader's decision to use negative altercasting to influence someone? Why?

Chapter 11: Sequential Persuasion

Key Terms and Concepts

pregiving

liking explanation

physical attraction explanation

perceived ulterior motives explanation

gratitude explanation

norm of reciprocity

—impression management

—internalized social norm

foot in the door (FITD) tactic

—self-perception theory

—self-concept clarity

door in the face (DITF) tactic

—perceptual contrast effect

—self-presentation explanation

—reciprocal concessions

—legitimacy explanation

—guilt-based account

—social responsibility position

lowball tactic

value discounting effect (Box 11.3, p. 272; Box 11.4, p. 277-278)

the bait-and-switch tactic

disrupt then reframe tactic

pique technique

legitimizing paltry contributions

evoking freedom technique

fear-then-relief procedure

happiness-then-disappointment procedure

Box 11.4 (p. 277-278):

foot-in-the-mouth effect

dump-and-chase technique

four walls technique

just-one-more technique

“you will probably refuse, but” technique

that's-not-all tactic

Chapter Summary

I. Pregiving involves giving the persuadee something in advance before asking for compliance.

A. The liking explanation suggests that persuadees perceive people who give them something as kind and good.

B. The physical attraction explanation suggests that doing favors leads people to be seen as more attractive, which, in turn, leads them to be more persuasive.

C. The perceived ulterior motives explanation suggests that when a favor is seen as a tool of manipulation, it is less likely to lead to compliance.

D. The gratitude explanation suggests that receiving something leads to feelings of gratitude which motivate persuadees to show their gratitude.

E. The norm of reciprocity explanation suggests that pregiving is effective because we feel obligated to return favors.

F. The impression management explanation suggests that repaying favors is desirable because it keeps you from looking like an ungrateful freeloader.

G. The internalized social norm explanation suggests that repaying favors is desirable because it makes people feel good about themselves when they do the right thing.

II. The foot in the door tactic involves making a small request first, and, once it is agreed to, following it with a second, larger request.

A. Self-Perception Theory suggests that this tactic is effective because attitudes follow behavior; thus, seeing yourself comply with one request leads you to see yourself as a person who is more likely to comply.

B. Several factors influence the success of the foot in the door tactic.

1) The initial request can't be so large that it's rejected or so small that it's insignificant.

2) The tactic works best for prosocial causes.

3) The tactic doesn't work well if the persuadee receives external incentives for complying with the initial request.

4) The same person is not required to make both requests for this tactic to work.

5) Labeling someone as helpful may make him or her more vulnerable to the foot in the door tactic.

a) (Box 11.1, p. 267) Negative labeling will lead to compliance with future subject-related requests as individuals attempt to restore their damaged self-esteem.

6) People high in the need for consistency are more vulnerable to the foot in the door tactic than are people low in the need for consistency.

- 7) People with high self-concept clarity are more susceptible to the foot in the door tactic than are people with low self-concept clarity.
- III. The door in the face tactic involves making a request so large that it is turned down, and then following it up with a second, smaller request.
- A. Several explanations have been offered for the effectiveness of the door in the face tactic.
- 1) The perceptual contrast explanation suggests that this tactic works because, compared to the first request, the second seems smaller than it would have without the comparison.
 - 2) The self-presentation explanation suggests that when people reject the first request, they worry about being perceived negatively, so they agree to the second request.
 - 3) The reciprocal concessions explanation suggests that this tactic works because after the persuader gives up on the first request, the persuadee believes he or she should make a concession as well.
 - 4) The guilt-based account suggests that people comply with the door in the face tactic because they feel guilty for rejecting the first request or because they think compliance will help them avoid guilt.
 - 5) The social responsibility position suggests that people comply with the door in the face tactic because they think it is socially responsible to comply with people who deserve it.
 - 6) The legitimacy explanation suggests that making concessions signals greater need.
- B. Several factors influence the success of the door in the face tactic.
- 1) The first request must be large enough to be rejected but not so large that it's unbelievable.
 - 2) The tactic works best for prosocial causes, for seeking volunteers versus money, for obtaining verbal rather than behavior compliance, and when compliance is difficult to achieve.
 - 3) The second request should follow right after the first (e.g., a minimum of delay).
 - 4) The same person is required to make both requests.
- C. (Box 11.2, p. 271) A combination of FITM, FITD, or DITF compliance gaining tactics has been proven to be more effective than the use of a single tactic.
- IV. The "that's not all" tactic works by adding additional incentives to the original offer (i.e., sweetening the deal).
- A. The norm of reciprocity is one explanation for the "that's not all" tactic's effectiveness.
- B. The contrast effect is another explanation for the "that's not all" tactic's effectiveness.
- C. Salespersons using this tactic must be wary as evidence suggests that this tactic may backfire if the initial request is too large.
- D. (Box 11.3, p. 272) The value discounting effect occurs when customers perceive free gift items as less valuable, and consequently, less desirable.
- V. The lowball tactic involves making a deal that is too good to refuse, and then, after the initial deal is agreed to, changing it to one that is not as attractive.
- A. One explanation for this tactic's effectiveness is that after agreeing to the first request, the persuadee becomes committed to whatever decision was made.
- B. A second explanation suggests that agreeing to the first request creates a commitment to the requester.
- C. A third explanation suggests that people comply to "look good" (e.g., they don't want to appear negative for "welshing" on an agreement).
- VI. The bait and switch tactic works by luring customers with an attractive offer and then trying to get them to comply with a similar but different offer.
- VII. The disrupt then reframe and pique tactics overcome resistance to compliance by confusing persuadees in some way, perhaps lowering their resistance in the process.
- VIII. The approach called legitimizing paltry contributions involves making a request that seems like less of an imposition and attempts to make persuadees feel guilty about resisting the request.
- IX. The evoking freedom technique lowers target's psychological reactance, thereby increasing compliance.
- X. The fear then relief tactic works because fear disorients persuadees, making them more vulnerable to persuasive attempts that follow.
- XI. Similarly, the happiness then disappointment tactic also attempts to stir emotions which consequently lead to compliance.

Exercises and Learning Activities

Exercise 11-A, Negotiation

Principle Illustrated: Sequential persuasion

Purpose: To enable students to see sequential persuasion tactics "in action."

Time Required: 30–40 minutes

Directions: This exercise simulates a marketplace in which students will haggle over prices of “artifacts.” Separate the class into two groups: merchants and tourists. Send the tourists outside of the classroom.

Provide all merchants with one artifact (anything will do—marbles, pencils, etc.—just make sure that all the merchants have the SAME product, i.e., all marbles or all pencils). Explain that a bus load of tourists is coming to town and that each tourist has \$500. Each merchant should try to sell his/her artifact for as much money as possible to one of the tourists.

Next, provide each of the tourists with \$500 in assorted bills (Monopoly money works well). Explain that they are tourists and that the bus they are on needs to stop for gas. They have 15 minutes to shop for an artifact. Tell the buyers they are from a country where whatever is being sold (e.g., marbles) is rare. People can't get enough of them. Tell the buyers they should buy all they can of the product, but to get the ones they can find and at the best prices. That way the buyers will be motivated to spend their money on something. Each buyer has set aside \$500 for the artifacts but should try to negotiate with the merchants (who are usually willing to negotiate) for the best possible price.

Set the tourists free and allow them and the merchants to haggle over prices for 15 minutes. Every 3 or 4 minutes announce how much time remains before they have to get back on the bus.

After 15 minutes, ask students to explain what happened. What tactics did they use to buy and sell artifacts? Which tactics worked best? Worst? Which merchant ended up with the most money? Which tourist bought an artifact for the least amount of money? What did they think they did that made them so effective?

You'll probably find that many of the topics discussed in Chapter 11 are illustrated in this activity. For example, some students might have tried the door-in-the-face tactic, starting with large offers and moving to lower ones. Was the contrast effect working? Might reciprocal concessions be an explanation for the effectiveness of some merchants or tourists?

Exercise 11-B, How right is the price?

Principle Illustrated: The contrast effect

Purpose: To demonstrate to students the persuasiveness of the contrast effect.

Time Required: 5 minutes

Directions: Go to the classified advertisements in your newspaper and find two ads. The objects for sale should be similar (e.g., two fish aquariums, two fork lifts, two houses, two bikes, two cars). On a sheet of paper, provide your students with descriptions and asking prices for both of the objects. The price of the second object they read about should be the same for all your students but vary the price of the first object. That is, for one group of students make the price of the first object substantially higher than the price of the second object. For another group of students make the price of the first and second objects about equal, and for the last group of students make the price of the first object substantially lower than the price of the second. By way of example, if the ads are for two bikes and the price of the second bike is \$500, one-third of the students should be told the price of the first bike is \$1,000, one-third of the students should be told the price of the first bike is \$500, and one-third of the students should be told the price of the first bike is \$100.

After students have read the ads, have them rate how reasonable they think the price of the second bike sounds on a 7-point scale (1=not at all unreasonable, 7=extremely reasonable). Then see if there are differences between the ratings. If the contrast effect occurred, the first group of students (compared to the last group) should think the price of the second bike was more reasonable.

Note: The less familiarity students have with the item, the more susceptible they may be to contrast effects. Thus, using more obscure items, e.g. forklifts, portable toilets, saltwater aquariums, might work better. A student who is a bike rider, for example, might have a clearer idea of typical bike prices, than other, more obscure items.

Exercise 11-C, Helping the professor

Principle Illustrated: Pregiving

Purpose: To demonstrate how pregiving affects compliance through the "norm of reciprocity."

Time Required: 5-10 minutes

Directions: Inform your students that because of their excellent behavior and effort in the course, you've decided to award them a small but significant number of extra credit points. Shortly thereafter, ask the students to raise their hands if they would be willing to take home and grade some papers of yours from another class. After you've let them squirm a bit, tell them that they've just fallen victim to a compliance-gaining tactic known as "pregiving," and that they will not have to follow through on their offer to help you grade papers (point out that there will be no extra credit points, too, of course). Finally, ask them why they were willing to help you in the first place. Undoubtedly, you will find that many students felt obligated to comply with your request because of your "generosity" towards them.

Test Questions

Multiple Choice Questions

1. Hiroshi acts nice to potential customers in order to get them to buy his wares. This is an example of which sequential persuasion tactic?

- a. pregiving
- b. lowball
- c. bait and switch
- d. foot in the door

Answer: A

Page 261

2. The "norm of reciprocity" has been used to explain the effectiveness of which of the following sequential persuasion tactics?

- a. foot in the door
- b. pregiving
- c. disrupt then frame
- d. lowball

Answer: B

Page 261-262

3. The norm of reciprocity suggests that we should

- a. buy low, then sell high.
- b. give a concession, then take a concession.
- c. repay, in kind, what another person has provided us.
- d. compare oneself to others and then show them up.

Answer: C

Pages 262-263

4. Dave asks Jan if she likes imported cars. "Gee, I must," Jan answers. "My last three cars were made in Japan." That Jan inferred her attitude about cars from her past behavior is consistent with which of the following?

- a. the norm of reciprocity
- b. self-perception theory
- c. the perceptual contrast effect
- d. reciprocal concessions

Answer: B

Pages 264-265

5. The foot in the door tactic is more effective when used for _____ than when used for _____.

- _____.
- a. prosocial causes, self-serving reasons
 - b. larger requests, smaller requests
 - c. attitude change, behavior change
 - d. smaller requests, larger requests

Answer: A

Page 266

6. Common greetings (e.g., "How are you today?") serve as the first step in which of the following sequential-persuasion tactics?

- a. foot in the door
- b. foot in the mouth
- c. door in the face
- d. lowballing

Answer: B

Page 277 Box 11.4

7. Gordon wants his wife to spend two weeks fishing with him in Hawaii, even though his wife hates fishing. To get her to agree, he first asks if she will go hunting (something she also hates doing) with him for six months in Alaska. When she rejects the Alaska offer, he says, "Well, then how about a two-week fishing trip to Hawaii?" Gordon's strategy is based on which of the following tactics?

- a. foot in the door
- b. door in the face
- c. lowballing
- d. that's not all tactic

Answer: B

Page 267-268

8. Which of the following has not been offered as an explanation for why the door in the face strategy is so effective?

- a. perceptual contrast effect
- b. reciprocal concessions
- c. self-presentation explanation
- d. commitment

Answer: D

Page 268-269

9. Which of the following must occur for the door in the face tactic to work?

- a. The persuader's initial request must be accepted.
- b. The request is being used to benefit the requester rather than for prosocial reasons.
- c. The same person must make the first and second requests.
- d. The persuadee must be asked how he or she is feeling.

Answer: C

Page 270

10. Which of the following is most true about the lapse of time between the first and second requests in the door in the face tactic?

- a. The delay between both requests must be brief.
- b. The delay between both requests must be over one day to ensure primacy effects.
- c. The delay between both requests must be less than one day to ensure recency effects.
- d. The lapse of time between requests does not matter.

Answer: A

Page 270

11. The perceptual contrast effect has been used to explain why the _____ persuasion tactic is so effective.

- a. ~~foot in the door~~
- b. ~~lowball~~
- c. ~~door in the face~~
- d. ~~disrupt then reframe~~

Answer: C

Page 268

12. Serge is thinking about buying a new stereo. When the salesperson, Naomi, tells him that his favorite stereo is on sale for \$2,000, he agrees to make the purchase. But then, as she starts to ring up the sale, she claims to have made a mistake. "I confused that stereo with another one," she claims. "The stereo you want is actually \$2,250." If Serge agrees to purchase the stereo for \$2,250, he will have succumbed to which of the following tactics?

- a. ~~door in the face~~
- b. ~~bait and switch/lure~~
- c. ~~lowballing~~
- d. ~~the that's not all tactic~~

Answer: C

Page 272

13. Biff has just seen an ad in the paper for a new Nissan pickup truck for \$15,000. He hurries to his local dealership but is disappointed to learn that the truck is already been sold. "Don't worry," the salesman tells him, "I can make you a terrific deal on a similar truck for only a few dollars more per month." Which of the following tactics is the salesman using?

- a. ~~lowball~~
- b. ~~disrupt then reframe~~
- c. ~~door in the face~~
- d. ~~bait and switch~~

Answer: D

Page 274

14. While snooping around at a local yard sale, you inquire about the price of an Elvis puppet. "That Elvis puppet," the homeowner says, "Costs 4 dollars. That's only 400 pennies. What a deal!"

This is an example of which sequential request tactic?

- a. ~~lowball~~
- b. ~~disrupt then reframe~~
- c. ~~door in the face~~
- d. ~~foot in the mouth~~

Answer: B

Page 274-275

15. Credit card companies that offer a low, introductory "teaser" rate, and then up the interest rate dramatically a few months later, are guilty of using which strategy below?

- a. ~~foot in the door~~
- b. ~~door in the face~~
- c. ~~pregiving~~
- d. ~~lowball tactic~~

Answer: D

Page 272

16. A boutique clothing store offers shoppers a glass of wine or a cup of coffee when they enter the store. This strategy is known as

- a. ~~pregiving~~
- b. ~~lowball~~
- c. ~~foot in the door~~
- d. ~~golden rule~~

Answer: A

Pages 261-262

17. Which of the following statements about sequential strategies is most accurate?

- a. Lowballing cannot be combined with liking.
- b. Foot in the mouth should never be combined with DITF.
- c. FITD should never be combined with door in the face.
- d. Two doors in the face is better than one.

Answer: D

Page 271 Box 11.2

18. What compliance-gaining strategy is the child using in the dialogue that follows?

Child: "Mom, can I stay home from school today so we can go to Disneyland?"

Parent: "No."

Child: "Well, then can I at least go to a friend's house after school to play?"

Parent: "O.K."

- a. foot in the door
- b. door in the face
- c. lowball tactic
- d. that's not all tactic

Answer: B

Page 267-268

19. The difference between the lowball strategy and the bait and switch tactic is

- a. the lowball strategy first tries to lure people in.
- b. the bait and switch tactic adds additional strings or conditions to the initial offer.
- c. the bait and switch relies on an initial offer that is "too good to be true."
- d. the bait and switch substitutes a different product or service at a higher price.

Answer: D

Page 272-275

20. On the first day of school, Professor Wilson gave every student a pencil and a bookmark. The students immediately favored him over other professors. Which explanation for his pre-giving strategy is the most appropriate?

- a. impression management
- b. liking explanation
- c. gratitude explanation
- d. internalized social norm

Answer: B

Page 262-263

21. Andy asked Marsha if he could borrow her laptop. She agreed. Then Andy asked her if she wouldn't mind if he borrowed her car. Andy was engaging in which compliance-gaining strategy?

- a. door in the face
- b. face in the door
- c. foot in the door
- d. pre-giving

Answer: C

Page 264

22. Negative labeling

- a. prompts individuals to comply with requests in order to renounce the negative label.
- b. prompts individuals to search their self-concept in order to renounce the negative label.
- c. prompts individuals to pre-give prior to a request in order to renounce the negative label.
- d. prompts individuals to request others to provide positive labels for them.

Answer: A

Page 267 Box 11.1

23. The _____ explains why the door-in-the-face tactic is effective.

- a. value discounting effect
- b. perceptual contrast effect
- c. liking explanation
- d. self-perception effect

Answer: B

Page 268-269

24. When seeking donations for her school fundraiser, Jan told each person, "Please contribute to our school fundraiser. Every penny will help!" Which compliance-gaining strategy is Jan using?

- a. lowball
- b. legitimizing paltry contributions
- c. bait-and-switch
- d. disrupt then reframe

Answer: B

Page 275

25. Research suggests that when people are exposed to the fear-then-relief procedure, they are most susceptible to influence:

- a. while they are experiencing fear.
- b. before their fear is relieved.
- c. after their fear is relieved.
- d. when experiencing fear and relief simultaneously.

Answer: C

Pages 276-277

26. Customer: I don't think I'll buy the stereo today.

Salesperson: Why not?

Customer: It's too expensive.

Salesperson: There's always a layaway plan.

Customer: I don't have time today.

Salesperson: I can do the paperwork in less than 5 minutes...

This conversation best illustrates the salesperson's use of which tactic?

- a. The dump-and-chase
- b. The lowball
- c. The door-in-the-face
- d. The bait-and-switch

Answer: A

Page 277-278 Box 11.4

27. Which tactic is NOT based on the idea that making a peculiar request is persuasive:

- a. the Disrupt-Then-Reframe Technique
- b. the Pique Technique
- c. the Evoking Freedom Technique

Answer: C

Pages 274-276

28. Consider the following interaction:

—Tom: Do you believe that education is important?

—Tim: For sure.

—Tom: Do you believe that books are important part of education?

—Tim: Yes, indeed!

—Tom: Will you please donate money to the book fund at my school?

—Which of the following techniques is Tom using here?

- a. The Dump-and-Chase technique

- b. The Four Walls technique
- c. The “Just One More” technique
- d. The Foot in the Mouth technique

Answer: B

Page 278 Box 11.4

Essay questions

1. You have just been hired as a consultant at a used car lot. The management has asked you to provide its salespeople with specific advice on how to persuade customers to buy cars using the foot in the door, door in the face, bait and switch, and lowball strategies. What specific advice would you give the salespeople?
2. Compare and contrast the foot in the door, the lowball, and the bait and switch tactic. In what ways are they similar? How do they differ?
3. What is Self-Perception Theory? How is it used to explain the effectiveness of the foot in the door tactic? Provide an example of the foot in the door tactic and how Self-Perception Theory could account for its effectiveness.
4. Identify at least two models or theories that account for the effectiveness of the door in the face tactic. Which makes the most sense to you? Why?
5. Compare and contrast the foot in the door and the door in the face tactics. What factors influence the success of each tactic?
6. Explain how the fear then relief tactic and the happiness then disappointment tactic work. Provide two real life examples of how these tactics work.

Chapter 12: Deception

Key Terms and Concepts

human inaccuracy at detecting deception

veracity effect

deception

motives for lying

distortions, omissions, falsifications

information manipulation theory

manipulating quantity, quality, relevance, and
manner of information (Box 12.3, p. 286)

four-factor model (arousal, attempted control,
cognitive, and affective factors)

sending capacity hypothesis

interpersonal deception theory

strategic versus nonstrategic behaviors

demeanor and deception

Machiavellianism

high self-monitor

prepared versus spontaneous lies

motivational impairment effect

high-stakes lies

deception detection

deception stereotypes

familiarity and deception detection

truth-default theory

wrong subjective cue hypothesis

truth bias

lie bias

suspicion

opposing effects model

probing effect

behavioral adaptation explanation

probing heuristic

Othello error

imposing cognitive load approach

strategic use of evidence technique (SUE)

context-sensitive information

nonverbal cues to deception (Box 12.4, p. 288)

Chapter Summary

I. People are not accurate deception detectors

—A. People's detection accuracy is above 50 percent for truths, but well below that for lies. This effect is known as the veracity effect.

II. Deception is a form of persuasion and has been conceptualized in a number of ways:

A. Lies can be categorized according to the deceiver's motivation for telling them (e.g., lie to affiliate, lie to protect self, lie to avoid conflict).

B. Lies can be distinguished by strategy (i.e., distortion, omission, and falsification).

C. Information Manipulation Theory suggests that deception occurs when speakers manipulate the amount, relevance, veracity, and/or clarity of information being communicated.

III. Considerable research has examined the enactment of deception:

A. Two theoretical frameworks have been used to describe the behaviors we might expect deceivers to engage in:

1) The four-factor model suggests that, compared to people telling the truth, liars are more aroused, attempt to control their behavior more, experience more negative emotions, and expend more cognitive effort.

a. The sending capacity hypothesis argues that in the process of lying, individuals attempt to control their behaviors, yet they pay more attention to some behaviors over others.

2) Interpersonal deception theory suggests that while liars strategically create messages (i.e., liars manipulate information in their messages, intentionally control their behaviors, and manage their images), they also exhibit nonstrategic behaviors (i.e., they leak nonverbal cues that signal deception).

3) Though theoretical perspectives have been criticized as inaccurate, they may be useful for identifying behaviors enacted during specific types of deception (e.g., high-stakes lies).

4) There are numerous verbal and nonverbal cues related to deception. (Box 12.3, p. 286)

B. Several factors influence how successful a liar is at getting people to believe him/her:

1) Some people are especially transparent and easy to detect, while others have an honest demeanor and are difficult to detect.

2) Machiavellians, high self-monitors, socially skilled individuals, and males are the most successful at not being detected when lying.

3) Prepared lies and lies containing emotional information may be easier to detect than spontaneous lies and lies containing factual information.

4) The motivational impairment effect suggests that as people become more motivated to lie successfully, their behavior becomes more rigid and over-controlled.

5) People telling high-stakes lies may be more detectable, as they are more motivated to succeed.

IV. Considerable research has also examined the detection of deception and has noted how complex and idiosyncratic the process of deception detection can be.

A. Several factors influence how successfully people detect deception:

- 1) Truth bias—truth default theory suggests that we tend to believe that people are telling the truth, which hinders effective deception detection.
- 2) The wrong subjective cue hypothesis suggests that people tend to have stereotypes about deception (e.g., “people don’t look you in the eye while lying”) and that such stereotypes are inaccurate and hinder detection.
- 3) Research suggests that people say they rely on one set of cues to detect deception, but actually rely on intuitions that may be somewhat accurate (in other words, the subjective cue hypothesis is wrong).
- 4) Training people to detect deception may be ineffective unless interrogation is included.
- 5) When a large number of studies are examined side by side, individual differences do not appear to play a significant role in deception detection.
- 6) Perceptual biases like the truth bias (the belief that people are generally honest) and the lie bias (the belief that people are generally deceptive) hinder successful detection.
- 7) Familiarity with a liar can facilitate detection by making you more aware of changes in his/her behavior, but hinder detection by making you more susceptible to the truth bias.
- 8) The opposing effects model says that being suspicious makes you more accurate when judging lies and less accurate when judging truths.
- 9) Probing liars for more information may make a person less successful at detecting deception. There are two competing explanations for this “probing effect.”
 - a. The behavioral adaptation explanation asserts that when probing occurs, liars realize they are suspected of lying and alter their behavior to be more believable.
 - b. Another explanation says the probing effect results because detectors fall victim to a probing heuristic. Specifically, they think that it is so difficult to lie while being probed and that probed people simply choose to behave honestly.
- 10) The Othello error occurs when individuals mistake anxious behavior as a sign of deception.
- 11) Making lies difficult to tell (imposing cognitive load) and the use of strategic questions may help elicit cues to deception.

Exercises and Learning Activities

Exercise 12-A, Deception and Traits

Principle Illustrated: Traits and deception

Purpose: Chapter 12 examines several communicator characteristics relevant to the study of persuasion. We’ve found that when discussing these characteristics, students understand them better when they see how they are measured. Having students see how they score on the measures can also be a good way to get students to personalize the concepts covered in class.

Time required: 15–20 minutes

Directions: On the following page you’ll find the Mach Scale IV (which measures Machiavellianism). The Self-Monitoring Scale, also discussed in this chapter, can be found in this instructor’s manual (see Web Links for Chapter 5). Before interpreting students’ scores, we usually explain that if they are unhappy with the results, they should take it in stride. Although these scales have been tested and found to be generally valid and reliable, there is margin for error.

We should also note that, although these scales are continuous measures, we’ve found that in the classroom, scores are easier to interpret when broken into three ranges of scores: high, moderate, and low. That is, we tell students who score in the top range (top 33% of scores), that their score suggests they measure high on a trait/state. The opposite is true of students who score in the lowest range (bottom 33% of scores). Scores in the middle range suggest a moderate level of the trait. Also note that when students have completed the scales, some items need to be reverse scored. With each scale, we’ve indicated which items need to be reversed.

Exercise 12-B, To Tell the Truth

Principle Illustrated: The enactment and perception of deception

Purpose: To help understand how inaccurate people can be when trying to detect deception. To illustrate nonverbal cues commonly used to detect deception.

Time Required: 30-45 minutes

Directions: Select four students, two males and two females, and ask them to leave the classroom with you for a minute or two (you can also set this up before class to save time).

Select a factual issue, such as the kind of car each student drives, and ask two of the students to lie to the rest of the class about the factual issue, and two to tell the truth.

Select an emotional issue, such as their most embarrassing experience, and ask two of the students to lie, and two to tell the truth about that issue.

Divide up the lies between the males and females, so each sex is telling the truth some of the time and each sex is lying. Give the students a few minutes to rehearse their lies.

Have the students return to class and sit or stand in front of the class. Tell class members that you are going to ask the four students two questions, and that at least one student will be lying each time. Ask the students to guess who is lying and who is telling the truth.

Ask the four students, one at a time, "What kind of car do you drive?" After each gives his/her answer, ask the four "What was your most embarrassing experience?"

Make class members write down their guesses as to who is lying and who is being honest. Go around class and have people announce their guesses. Ask why they guessed the way they did. Was it the content of an answer? Was it nonverbal cues? Was it prior knowledge about the person?

Then have the four students reveal who was lying and who was telling the truth. Were class members very good at spotting the liars? Were some better than others? Did it matter if they knew the liars very well?

This exercise can be used to talk about how people tend to be inaccurate when trying to detect deception. It can also lead to a discussion of what cues we tend to use to detect deception (both reliable and reliable).

Variation: Pick 3 students to leave the classroom. Find one with an interesting story (e.g., a student who saved someone from a burning building, a student who fainted while assisting a dentist, etc.). Tell that student that his/her goal is to get the rest of the class to believe it happened to her (i.e., she tells the truth). The other two students do the same (i.e., they are lying). Then give the class 10 or 15 minutes to cross-examine the three students and try to determine who is lying and who is telling the truth. Before revealing the truth teller, follow the procedures discussed above (e.g., ask why the class thought a certain person was lying or telling the truth, etc.). You can also ask students what cross-examination questions were the most difficult to answer. Oftentimes it is the question that requires specific knowledge (e.g., what is the name of the thing dentists use to vacuum saliva out of your mouth?). This illustrates how the type of lie told can affect detection.

Test Questions

Multiple Choice Questions

1. Information Manipulation Theory suggests that people behave deceptively by manipulating information in a variety of ways. According to the theory, which of the following is discussed as a means of manipulating information?

- a. altering the amount of information
- b. altering the veracity of information

c. altering the relevance of information

d. All of the above are discussed by IMT as a means of manipulating information.

Answer: D

Pages 284-287

2. Which form of "eye behavior" have meta-analyses found to be associated with telling lies?

a. looking away while talking

b. looking up and to the right

c. widening the eyes

d. pupil dilation

Answer: D

Page 288 Box 12.4

3. According to summaries of several studies, which of the following behaviors were found to be associated with deceptive communication?

a. less eye contact

b. less smiling

c. negative statements

d. greater immediacy

Answer: C

Page 288

4. The Four Factor Model suggests that several factors affect a person's behavior while lying. These four factors include

a. personality, gender, context, and type of lie.

b. attempted control, arousal, cognitive difficulty, and felt emotions.

c. behavioral familiarity, informational familiarity, lie bias, and truth bias.

d. suspicion, the probing heuristic, behavioral adaptation, and culture.

Answer: B

Pages 287, 289-291

5. The sending capacity hypothesis argues that

a. liars "leak" more deceptive cues from their legs and feet than their faces because they concentrate more on controlling their facial expressions.

b. liars try to avoid looking like liars, so they become more rigid and move very little when lying.

c. nonverbal cues that are leaked depend on the processes of arousal, control, effort, and cognition.

d. liars become more aroused when lying and therefore leak more cues.

Answer: A

Page 289

6. The positive emotion associated with successfully deceiving someone is known as

a. duping delight.

b. Machiavellianism.

c. image management.

d. euphoria.

Answer: A

Page 289

7. The most difficult lies to tell

a. are prepared ahead of time, are short, and contain factual information.

b. are prepared ahead of time, are long, and contain emotional information.

c. are not prepared ahead of time, are long, and contain emotional information.

d. are not prepared ahead of time, are long, and contain factual information.

Answer: D

Pages 293-294

8. Imagine that you are watching a person who is making several statements. Half of the statements are true and half are false. You must try to distinguish which statements are true and which are false. The veracity effect suggest that:

- a. you will be more accurate at spotting lies than truths.
- b. you will be more accurate at spotting truths than lies.
- c. you will spot lies and truths at about the same degree of accuracy.
- d. you will be most accurate at spotting lies when you are suspicious.

Answer: B

Page 283

9. The "behavioral adaptation explanation" has been used to explain

- a. duping delight.
- b. the truth bias.
- c. the lie bias.
- d. the probing effect.

Answer: D

Page 299

10. Asking liars for more information tends to make observers less successful at detecting the liars' deception. This is known as

- a. the truth bias.
- b. the Othello error.
- c. the sending capacity hypothesis.
- d. the probing effect.

Answer: D

Page 299

11. Harry decides that Marla is lying because she seems so nervous. In reality, Marla is telling the truth and is nervous because she is afraid of Harry. That Harry thinks she is lying is an example of the

- a. antigen effect.
- b. probing effect.
- c. lie bias.
- d. Othello error.

Answer: D

Page 300

12. Which of the following is not suggested by interpersonal deception theory:

- a. liars manipulate information in order to dissociate themselves from their message.
- b. liars fail to engage in strategic behaviors to suppress deception cues.
- c. liars attempt to manage their images
- d. liars exhibit nonstrategic behaviors

Answer: B

Page 291

13. The motivational impairment effect suggests that:

- a. people who are more motivated to lie successfully may be easier to detect.
- b. people who are more motivated to detect deception may be less accurate at detecting deception.
- c. suspicious people develop inaccurate stereotypes about deceptive behavior.
- d. high self-monitors are inaccurate when detecting deception.

Answer: A

Page 294

14. Which strategy for detecting deception is most effective?

- a. asking a person you suspect is lying a follow-up question
- b. letting a suspected liar know you are suspicious
- c. don't let a suspected liar know you are suspicious

d. decrease a suspected liar's cognitive load

Answer: C

Pages 296-298

Essay Questions

1. The text offers several different answers to the question "What is deception?" One approach distinguishes deceptive acts based on the type of lie told. Another examines liars' motivations. Yet another examines the strategies for manipulating information. Discuss two of these approaches and provide examples of the different forms of deception each distinguishes.

2. Using what you know about the Four-Factor Model and Interpersonal Deception Theory, explain how a police interrogator might go about deciding whether a suspect was lying or telling the truth. Be sure to discuss each component of the model/theory in your answer.

3. Why do people tend to be lousy lie detectors? Discuss some of the factors that prevent them from accurately judging veracity. Are some people better at detecting lies than others? If so, who and why?

4. Describe the probing effect and two competing explanations for why it occurs. Which explanation do you prefer? Why?

5. What is the motivation impairment effect? How might it be related to the Othello error?

6. Suppose you are a detective interrogating a suspected burglar, who claims that he was in a different country when the crime in question was committed. How might you use the strategic questioning and imposing cognitive load approaches to help you decide whether he might be lying? Provide specific examples.

Chapter 13: Motivational Appeals

Key Terms and Concepts

motivational appeal	—humor as social proof
intrinsic versus extrinsic motivation	—humor and liking
emotional marketing	—humor and primary credibility dimensions;
attachment theory	—competence, trustworthiness, goodwill
utilitarian vs. hedonic products	—self-disparaging humor
logos/pathos distinction as an artificial dichotomy	—related versus unrelated humor
fear appeal	—humor's relationship to persuasion
fear level or intensity	—potential sleeper effect
stage model	—related vs. unrelated humor
threat appraisal, perceived severity, perceived vulnerability, defense motivation, coping appraisal	patriotic appeals
extended parallel process model (EPPM)	sex appeals
perceived vulnerability	—objectification theory
—danger control	—self-objectification
—fear control	—hunkvertising
—perceived efficacy	warmth appeals
—response efficacy	—increasing warmth via associations
—self-efficacy	—perceived genuineness of warmth appeals
appeals to pity	ingratiation
guilt appeals	—effectiveness of ingratiation and perceived genuineness
psychological reactance	—ingratiation and liking
humorous appeals	—ingratiation and similarity
—types of humor; pun, satire, etc.	—ingratiation and social labeling
—indirect function of humor in persuasion	—types of ingratiation; other enhancement, opinion conformity, self-presentation, favors
—humor as a peripheral cue	slime effect
—humor as an attention-getter	combining motivational appeals
—humor as a distraction	funeral home persuasion (Box 13.1, p. 317-318)
—humor and counter-arguing	

Chapter Summary

I. Motivational appeals are external inducements, often of an emotional nature, that are designed to increase an individual's drive to undertake some course of action.

A. Intrinsic motivation, or self-motivation, is an internal drive to do something.

B. Extrinsic motivation is prompted by some outside stimulus, such as a promise of reward or a threat of punishment.

II. Emotional marketing is based on the idea that consumers develop emotional attachments with brands.

—A. Attachment theory suggests people may imbue brands with human qualities; tough, cool, sexy, etc.

—B. Consumers may view some brands as an extension of the self.

—C. Hedonic purchases involve more emotion than utilitarian purchases.

III. While laypersons often think of logical versus emotional appeals as opposites, the logic-emotion distinction represents a false dichotomy.

A. People tend to perceive messages they agree with as being more logical or rational in nature.

B. People tend to perceive messages they disagree with as being more emotional in nature.

IV. Fear appeals are one of the most extensively studied types of motivational appeals.

A. Fear appeals are prevalent in the workplace, advertising, public health messages, politics, and elsewhere.

B. The prevailing view is that the relationship between fear intensity and persuasion is positive and linear, as long as certain conditions are satisfied.

C. Fear appeals are most effective when the following conditions are met:

1) The appeal triggers danger control, rather than fear control, according to Witte's (1992;1994) extended parallel process model.

2) The recommendations accompanying the appeal are perceived as highly efficacious by receivers.

- a. An individual must perceive that an effective response is available (response efficacy).
- b. An individual must perceive that she/he is capable of undertaking that response (self-efficacy).
- 3) Receivers perceive they are highly vulnerable to the negative consequences.
- 4) The level of threat or fear does not exceed the level of perceived efficacy.
- D. While fear appeals are effective, there are social and ethical implications related to their use.
- V. Appeals to pity, guilt, and shame are commonly employed as motivational appeals.
 - A. Some charities and philanthropic organizations rely on appeals to pity but have been criticized for doing so.
 - B. Some evidence suggests the use of pity is effective, and perhaps even essential, for securing monetary donations, but not donations of time.
 - C. Guilt appeals can be effective, even if the person making the request, or the beneficiary of the request, is not the source of guilt.
 - D. Yet, guilt can induce individuals to avoid the person they have wronged, so it is best to frame guilt appeals by emphasizing positive self-feelings that come from doing the right thing.
 - E. Psychological reactance is a resistance to a perceived threat to a person's freedom.
 - E. How receivers react to appeals to help others hinges on the perceived controllability of the others' problem or circumstance.
- VI. The use of humor as a motivational appeal is pervasive. Humor is used in almost every persuasive context.
 - A. The variety of types of humor (pun, satire, anecdotes, innuendo, irony, metaphor, etc.) complicates efforts to study the effectiveness of humor as a tool of influence.
 - B. Humor tends to function as an indirect means of influence.
 - 1) Humor can facilitate persuasion by capturing receivers' attention.
 - 2) Humor can assist persuasion by serving as a distraction that inhibits counter-arguing.
 - 3) Humor can facilitate persuasion by increasing liking for the source.
 - 4) humor can function as social proof; everyone's laughing, so it must be okay.
 - C. Related humor tends to be more effective than unrelated humor at securing compliance.
 - D. The use of humor tends to enhance perceived credibility, with the possible exception of source expertise or competence.
 - E. Self-disparaging humor is effective but should be avoided if a source is already low in credibility, or if there are concerns about the expertise or competence dimension.
 - F. Literature reviews suggest that humor can directly persuade, but that humor is most effective as a means of indirectly facilitating persuasion via liking.
- VII. Patriotism works as an effective appeal when used appropriately.
 - A. The type of appeal used determines its effectiveness.
 - B. American branding can backfire if consumers find the appeals exploitive and egocentric.
- VIII. The advertising adage "sex sells" explains why sex appeals are so common in media.
 - A. Sex appeals are fixtures in advertising, with more contemporary ads using more explicit images and references than ads from previous eras.
 - B. Historically, females have been featured in sex appeals
 - 1) objectification theory states that women are more frequently depicted as objects or things.
 - 2) women are portrayed as something men possess or own.
 - C. Sex appeals function as peripheral cues to persuasion and operate through the process of association.
 - D. The implicit associations advertisers want receivers to make are:
 - 1) If I use product X, I will look or feel sexier to others.
 - 2) If I use product X, other sexy people will be attracted to me.
 - E. Strong sex appeals can backfire or be ineffective in one of several ways:
 - 1) They may not be effective at all if context is ignored.
 - 2) They may offend receivers and trigger a consumer backlash.
 - 3) They may distract receivers from attending to or processing message content.
 - 4) They may produce undesirable social consequences (e.g., reinforce gender stereotypes, lead to self-objectification)
- IX. Warmth appeals are designed to elicit nostalgic sentiments, and a sense of belonging or familiarity.
 - A. Warmth appeals are common in advertising, especially for products and services related to the home and family.
 - B. Warmth appeals function as peripheral cues to persuasion and operate by conjuring up favorable associations.
 - C. To be effective, warmth appeals must be perceived as genuine or sincere.
- X. Ingratiation may be the most common type of motivational inducement used in face-to-face encounters.

- A. Empirical research demonstrates that ingratiation is an effective compliance-gaining strategy.
 - B. Transparent attempts at ingratiation are less effective than well-disguised or genuine efforts at ingratiation.
 - C. Ingratiation operates in three different ways:
 - 1) Ingratiation behavior tends to increase liking.
 - 2) Ingratiation behavior tends to promote perceived similarity
 - 3) Ingratiation behavior can work through social labeling, e.g., bestowing positive labels on others so that they live up to the labels.
 - D. Jones (1963) suggests there are three types of ingratiation:
 - 1) other enhancement—paying compliments, engaging in flattery.
 - 2) opinion conformity—being agreeable, accepting.
 - 3) self-presentation—bragging, self-promotion.
 - E. On its face, ingratiation might seem manipulative and unethical, but in many instances the praise or compliments offered are sincere. If the ingratiation believes in the compliments, flattery, or positive social labels she/he uses, Seiter and Gass see no problem with the strategy.
- XI. Motivational appeals can also be used in combination.
- A. Threats of punishment are often coupled with promises of reward.
 - B. Guilt is commonly combined with pity.
 - C. The danger of using combinations is that they may appear contradictory or may cancel one another out.
- XII. (Box 13.1, p. 317-318) A person who is grieving the loss of a loved one is much more vulnerable to pity appeals from funeral home directors. A list of “Do’s” and “Don’ts” when making funeral home arrangements are provided.

Exercises and Learning Activities

Activity 13-A, Motivational Appeals

Principle Illustrated: emotional marketing, pity, patriotism, sex appeals

Purpose: To help students recognize the use of motivational appeals.

Time Required: 15-20 minutes

Directions: The video clips at the links below illustrates different types of motivational appeals.

Nike’s “greatness” commercial affirms that there is greatness in all of us. The commercial demonstrates this by showing an obese teen jogging, rather than a trim, muscular professional athlete.

<https://youtu.be/WYP9AGtLvRg>

The ASPCA’s commercial, featuring Sara McLachlan, relies on pity. Some may find it hard to watch, which suggests too much pity may lead to avoidance of the message altogether.

<https://www.youtube.com/watch?v=9gspElv1yve>

Jack Daniel’s commercial relies on a patriotic appeal, emphasizing what is unique about American products and American culture.

<http://www.youtube.com/watch?v=Sia3nRjht48>

Chrysler’s “Imported From Detroit,” featuring Eminem, offers a nostalgic view of Detroit, the Motor City. This Super Bowl commercial was well received by viewers.

https://www.youtube.com/watch?v=SKL254Y_jte

Carl’s Jr.’s charbroiled turkey burger combines a sex appeal with humor; Miss Turkey, wearing a turkey pattern bikini, while eating a turkey burger.

<http://www.youtube.com/watch?v=2QYXpndGieo>

Dove’s Real Beauty “Sketches” campaign illustrates women’s perceptions of their facial attractiveness by comparing their own descriptions with others’ as depicted by a police sketch artist.

<https://www.youtube.com/watch?v=litXW91UauE>

<https://www.youtube.com/watch?v=XpaOjMXyJGk>

Exercise 13-B, Blueprint for a Fear Appeal

Principle Illustrated: Fear Appeals

Purpose: To help students internalize principles related to designing effective fear appeals.

Time Required: approximately 30 minutes (Note: this exercise can also be used as an out of class, group-assignment.)

Directions: Either in pairs or in small groups, assign students the task of designing a blue print for a fear appeal or anxiety-arousing message centering on a specific public health and/or safety issue. Examples of possible issues include wearing seat belts, practicing safe sex, smoking prevention and/or cessation, appointing a designated driver, saying no to drugs, and so on.

Instruct students to design a brief public service announcement which includes a fear appeal (the fear appeal may be combined with other types of motivational appeals). The entire announcement should be 30-60 seconds in length. Explain to each dyad or group that they must incorporate all the principles related to the design of an effective fear appeal mentioned in the text.

Have the students share their fear appeals with the class. They should explain what choices they made in designing their fear appeals, and why they made the choices they did.

Some features to look for when evaluating the potential effectiveness of the students' fear appeals are: Is the level or intensity of the fear appeal appropriate for the issue (stronger appeals are usually more effective)? Does the fear appeal promote danger control, as opposed to fear control? Does the fear appeal have high perceived efficacy (practical, self-efficacious recommendations)? Are the recommendations specific, and do they follow the fear appeal? Is the fear appeal accompanied by high-quality arguments and evidence?

Exercise 13-C, Liking Activity

Principle Illustrated: Ingratiation Strategies

Purpose: To provide students with an opportunity to practice ingratiation strategies and to critique one another's ingratiation attempts.

Time Required: 1-3 hours

Directions: This assignment should be announced one week ahead of time. Each student should be told that she/he will have 3 minutes of class time "to make other students in the class like you." We recommend that very little advice be offered as to how students should go about doing this. This leads to more variation and creativity in their approaches (bringing cookies, telling stories, juggling, etc.). After everyone has had a turn, take a vote via secret ballot to determine who exhibited the most effective ingratiation behaviors.

After tallying the votes, announce the top three ingratiationists in the class (don't announce who was least effective, so as not to embarrass anyone). Go around the room and ask students to explain what the most effective ingratiationists did and why it worked for them.

*Note: You may wish to establish one or two basic ground rules; everyone must keep his/her clothes on, no one is allowed to engage in any unlawful behavior, etc.

Acknowledgement: This activity is adapted from one developed by C. Roberts at Eastern Tennessee University. We thank him for granting us permission to include it here.

Web Links

1. Principle illustrated: Fear Appeals

Melanie Tannenbaum explains what her recent meta-analysis of 132 studies on fear appeals found. The overall result is a positive linear relationship for fear intensity and fear effectiveness.

<http://www.psychologicalscience.org/index.php/video/do-scare-tactics-work-a-meta-analytic-test-of-fear-appeal-theories.html>

This link provides Dr. Howard Leventhal's research article on fear appeals as a strategy for preventative health-compliance gaining.

<http://ajph.aphapublications.org/cgi/reprint/61/6/1208.pdf>

This Pittsburgh University page provides a 22-page Power Point presentation created by Kim Witte that covers the information provided in the link below.

<http://www.pitt.edu/~super1/lecture/lec9151/>

This brief article, written by Trinity University Communication Professor Aaron Delwiche, reviews how the fear appeal can be used as a tool for political propaganda and also provides readers with four questions they can ask themselves to prevent overreacting to fear appeals.

<http://www.propagandacritic.com/articles/ct.sa.fear.html>

2. Principle Illustrated: Guilt Appeals in Marketing Contexts

This Association for Consumer Research link briefly summarizes a research study on guilt appeals in marketing settings and provides several practical tips for marketers considering guilt-based communication campaigns.

<http://www.acrwebsite.org/web/acr-content/727/guilt-can-backfire-credibility-and-manipulation-in-ads.aspx>

3. Principle Illustrated: Sex Appeals

This Parents Television Council link provides a slew of statistics on children's media use but has several interesting stats and study results related to sexual television content and children/adolescents.

<http://www.parentstv.org/pte/facts/mediafacts.asp>

Test Questions

Multiple Choice Questions

1. Which of the following is the best definition of a motivational appeal?

- a. a message designed to induce fear in, or increase the anxiety of, a receiver
- b. an appeal designed to elicit sympathy or guilt in a receiver
- c. an external inducement to increase a receiver's drive to do something
- d. an inspirational message designed to pull at the receiver's heartstrings

Answer: C

Page 310

2. If you are taking this class because you need it to graduate, and not for the sake of learning, your motivation can best be described as

- a. intrinsic
- b. extrinsic
- c. central
- d. peripheral

Answer: B

Page 310

3. Which of the following statements regarding logical and emotional appeals is most accurate?

- a. If I agree with your position, I'm more likely to think you are using emotional appeals
- b. If I disagree with your position, I'm more likely to think you are using emotional appeals
- c. If I agree with your position, I'm more likely to rely on central processing
- d. If I disagree with your position, I'm more likely to rely on peripheral processing

Answer: B

Pages 312

4. Nowadays, researchers are fairly confident that the relationship between fear level or intensity and attitude change is

- a. positive and linear
- b. negative and linear
- c. curvilinear (U-shaped)
- d. curvilinear (inverted U-shape)

Answer: A

Page 312-313

5. In order for a fear appeal to be effective, it must

- a. trigger fear control
- b. trigger both fear control and danger control
- c. bring about central and peripheral processing
- d. have high severity, but a low probability of happening
- e. emphasize response efficacy and self-efficacy

Answer: E

Pages 313, 315

6. Fear appeals are most effective when they trigger:

- A. fear control
- B. danger control
- C. peripheral processing
- D. deep-seated fear
- E. existing phobias

Answer: B

Page 314-315

7. People tend to feel more sympathy toward a person with a disability, and more likely to donate money or volunteer assistance, if/when

- a. the disability is physical, rather than mental
- b. the person is extremely pitiable
- c. they think the person has no control over the disability
- d. the person has had the disability a long time
- e. the person acquired the disability only recently

Answer: C

Page 318

8. Which of the following statements regarding the use of guilt appeals is most accurate?

- a. Guilt appeals are rarely effective and often backfire
- b. Guilt appeals work well, but only if the requester is also the source of the guilt
- c. Guilt appeals work well, but only if the beneficiary of the request is also the source of the guilt
- d. Making people feel guilty can increase their willingness to comply with a request on another, unrelated issue

Answer: D

Page 316

9. The best advice regarding self-disparaging humor is

- a. avoid it altogether; it is never a good idea to put oneself down
- b. use it, to enhance your perceived competence
- c. use it, primarily to increase likeability
- d. avoid it, in favor of third-party disparagement

Answer: C

Page 320

10. The best example of social proof below is

- a. warning labels on cigarettes
- b. "Just Say No" bumper stickers
- c. persuading oneself
- d. "laugh tracks" on TV sitcoms

Answer: D

Page 320

11. The bottom line on humor, according to Gass & Seiter, is

- a. Humor rarely helps persuade people, and it often hinders persuasive efforts
- b. Humor facilitates persuasion, but is less effective than most other types of appeals
- c. Humor indirectly facilitates persuasion, but is no more effective than using evidence and reasoning
- d. Humor enhances persuasion, but only when it is combined with other types of appeals

Answer: C

Page 321

12. Sex appeals typically function as _____ cues to persuasion.

- a. parallel
- b. central
- c. peripheral
- d. subliminal

Answer: C

Page 322

13. Advertisements which make us feel sentimental about life, such as a television commercial depicting a family reunion full of hugs and smiles, rely on

- a. nostalgia
- b. warmth
- c. pathos
- d. liking

Answer: B

Page 324-325

14. Warmth appeals operate primarily through

- a. liking
- b. distraction
- c. contrast effect
- d. association

Answer: D

Page 325

15. An overall assessment of ingratiation research to date suggests the strategy:

- a. works well
- b. works even better when the recipient is aware of it
- c. works even better when the recipient is unaware of it
- d. works rarely, if at all

Answer: B

Pages 326-327

16. A kindergarten teacher tries to "catch" kids in the act of behaving properly, rather than when they are misbehaving. For example, she says, "Tommy is doing a good job of keeping his hands to himself," "Jenny is being nice by sharing her crayons," or "Jeremy is being thoughtful by cleaning up his area." The use of such social labeling is a form of

- a. fear appeals
- b. guilt appeals
- c. warmth appeals

d. ingratiation

Answer: D

Page 326

17. All of the following are true about sexual appeals in advertising except

- a. some audiences may resent the use of sexual appeals
- b. sexual appeals may function as a distraction, inhibiting receiver recall
- c. sexual objectification of males is fairly rare
- d. sexual appeals can lead to self-objectification

Answer: C

Page 323

18. When people agree with a message, they tend to perceive the message as more _____, whereas when they disagree with the message, they tend to perceive the message as more _____.

- a. central, peripheral
- b. credible, erroneous
- c. logical, emotional
- d. self-oriented, other-oriented

Answer: C

Page 312

19. Wendy's neighbors asked her if she could babysit over the weekend. Wendy responded, "Oh, I'm sorry, I can't. I'm volunteering at the soup kitchen this weekend." Wendy is engaging in which type of ingratiation?

- a. self-presentation
- b. other-enhancement
- c. opinion conformity
- d. self-efficacy

Answer: A

Page 327

20. Which of the following focuses on whether the recipient of a fear appeal can personally carry out the recommendation that is made?

- a. fear control
- b. coping capability
- c. danger control
- d. perceived vulnerability
- e. self-efficacy

Answer: E

Page 315

21. Which type of motivational appeal is most effective when receivers rely on central processing?

- a. fear appeals
- b. warmth appeals
- c. sex appeals
- d. humor

Answer: A

Page 314-315

22. A physician tells a middle-aged, female patient, "You are developing osteoporosis. You need to start jogging. Jogging has been shown to increase bone density. However, the patient protests, saying, "I have bad knees. It is too painful for me to jog." The physician responds, "Well in that case, try walking or swimming. That should be easier on your knees." The physician's response focuses on which aspect of the EPPM?

- a. perceived vulnerability
- b. fear control
- c. response efficacy
- d. self-efficacy

e. controllability

Answer: D

Page 315

23. Which concept is most closely associated with emotional marketing?

a. self-efficacy

b. response efficacy

c. attachment theory

d. self-objectification

Answer: C

Page 311

Essay Questions

1. Explain the relationship of fear control and danger control according to Kim Witte's Extended Parallel Processing Model (EPPM).

2. If you were designing a fear appeal for a public health awareness campaign (seat belt usage, smoking cessation, condom usage, etc.), what would you need to do to maximize the fear appeal's effectiveness?

3. Identify two specific ways in which humor facilitates persuasion.

4. Is the use of ingratiation manipulative or unethical? Why or why not, and if so, under what circumstances?

5. Which combinations of motivational appeals are complimentary, and why? Which combinations should be avoided, and why?

6. How do sexual appeals work? Identify why sexual appeals may backfire.

Chapter 14: Visual Persuasion

Key Terms and Concepts

images as a vital element in persuasion
picture superiority effect
iconicity
indexicality
truth claim
syntactic indeterminacy
art as political propaganda
art as a form of persuasion
—doctrine of Social Realism
art as social change
—awareness through interpretation
—awareness through participation
collaborative art
activist art
cinematic persuasion
narrative form of movies
product placement
intentional vs. unintentional persuasion
embodiment of cultural values
promotion of popular culture
social proof
modeling behavior
—social cognitive theory
cultivation theory

viewer identification
perpetuating stereotypes
—images in advertising
prevalence of advertising in society
media clutter
anti-advertising/subvertising
image-oriented advertising/image-based advertising
syntactic indeterminacy in advertising images
—common associations in advertising
—luxury brands
—aspirational brands
—authentic/genuine brands
—social status and elitism
—sex or romance
—cause-related
—power, speed, and strength
—youth culture
—safety and security
—sense of place or belonging
shock ads
—creating social controversy
—provoking public dialogue
photojournalism as persuasion
—photos as iconic representations
visual literacy (Box 14.1, p. 356-358)

Chapter Summary

I. Images play an essential role in persuasion:

- A. Traditional persuasion research has placed more emphasis on verbal or text-based messages than visual persuasion.
- B. Images, nonverbal cues, and other visual phenomena are an integral part of persuasion as well.
- C. The picture superiority effect suggests that pictures are more easily recognized and recalled than words.

II. Images persuade in a variety of ways and on a variety of levels, including:

- A. Iconicity: images can represent, or sum up, ideas and concepts. They serve as symbolic representations of things:
 - 1) Iconic images evoke emotional responses in receivers.
 - 2) Iconic images are selective; they can emphasize or de-emphasize certain features over others.
 - 3) Iconic images can distort or violate reality.
- B. Indexicality: images possess a documentary quality.
 - 1) Indexical images function as a form of sign reasoning or circumstantial evidence.
 - 2) The documentary aspects of images can be misleading (i.e., images can lie).
- C. Syntactic indeterminacy: images cannot convey logical relationships because they lack logical operators.
 - 1) Images are incapable of specifying logical relationships such as “either-or,” “cause-effect,” or “if-then.”
 - 2) Nevertheless, images can imply such relationships tacitly by establishing associations.
 - 3) Images can also establish spatial and chronological relationships.

III. Art is an important, but often overlooked, form of persuasion:

- A. Historically, art has been used to further political, religious, and social ends.
- B. The arts have been used as tools for political propaganda, most notably by communist societies.
- C. Artists use their art to make political and social statements.
 - 1) Activist art seeks to increase social awareness about controversial issues.
 - 2) Activist art persuades via awareness through interpretation and participation.
 - 3) Activist art persuades through a collaborative process involving artists and observers.
 - 4) The AIDS Memorial Quilt functions not only as activist art, but as a social movement as well.

- 5) Controversial artworks can provoke public discussion and dialogue.
- IV. The cinema serves as an important source of influence on society.
 - A. Movies enjoy unique advantages over other mediums of persuasion.
 - 1) Movies have the capacity to reach large numbers of people.
 - 2) Movies follow a narrative form, lending greater believability to events depicted on film.
 - 3) Viewers do not expect to be persuaded by movies, so they let down their guard. Thus, viewers are often exposed to product placement in films.
 - 4) Movies can influence people intentionally or unintentionally. ———
 - B. Movies are capable of influencing viewers in a variety of ways.
 - 1) American movies export Western values around the globe.
 - 2) Movies promote prosocial values.
 - 3) Movies promote popular culture (fashions, trends, lifestyles).
 - 4) Movies model behavior, including risky, unsafe, and violent behavior.
 - a. Social cognitive theory suggests that adolescents view behaviors in the media and then imitate those behaviors as they provide cues for how to behave.
 - b. Cultivation theory argues that the more exposure viewers have to violence on TV, the more — they will come to adopt a vision of “a mean, scary world.”
 - 5) Movies promote viewer identification with the characters.
 - 6) Movies foster and perpetuate stereotypes.
 - a. The silver lining in all of this is that younger moviegoers tend to be more tolerant, if not completely colorblind to the stereotypes perpetuated in films.
- V. Advertising is one of the most pervasive forms of influence in society.
 - A. Visual components of ads and commercials are key to their effectiveness.
 - B. Ads and TV spots persuade in a variety of ways.
 - 1) Eye-catching visuals can help an ad stand out against the background of media clutter.
 - 2) Anti-ads cater to cynical viewers by capitalizing on consumer skepticism toward advertising.
 - 3) Image-oriented, or image-based ads rely on syntactic indeterminacy by equating products or goods with idealized images and lifestyles.
 - a. Some common associations are social status and elitism, sex or romance, and youth culture.
 - b. Included are branding luxury, aspiration, and authentic (a.k.a. genuine) brands.
 - 4) Shock ads are designed to be controversial in nature. They generate product awareness by creating a media controversy over the ad campaign.
 - 5) Shock ads can backfire if, in consumers' minds, they go too far.
- VI. Photojournalism is highly persuasive.
 - A. Photographs serve as iconic representations of events.
 - B. Photographs can sum up social problems or controversies.
 - C. Photographs are not neutral, objective records of events. Photos reflect conscious and unconscious biases of the photographer.
 - D. (Box, 14.1, p. 356-357) Images should not be trusted. Developing a visual literacy, or the ability to critically analyze and evaluate visual communication, is just one of many strategies to avoid being duped by manipulated images.

Exercises and Learning Activities

Exercise 14-A, Name That Association!

Principle Illustrated: Syntactic indeterminacy of ads in establishing associations

Purpose: Magazine ads and television commercials seek to equate products and services with positive associations and lifestyles. This exercise illustrates how magazine ads accomplish this indirectly, through tacit associations.

Time required: 15-30 minutes

Directions: Select ads from a variety of magazines (try to locate magazines that cater to women, e.g., *Family Circle*, *Martha Stewart Living*); men (*Maxim*, *FHM*) seniors (*Sunset*); teens (*Seventeen*); minority groups (*Ebony*) or other specific groups (*Vegetarian Times*, *Wired*). Show each ad on a transparency or PowerPoint slide, while hiding the actual product name from view. Ask students to guess what positive associations or idealized lifestyles are being established in the ad. Then ask students to guess what the actual product (or service) is.

As an example, an ad might show an attractive, middle-aged woman curled up on a comfortable couch, in a cozy room, holding a cup and saucer, in an apparent state of complete relaxation. The ad might be designed to equate a particular brand of coffee with relaxation, time alone, a break from the hustle and bustle of everyday life. Women who are stressed out from work, housekeeping, and childcare might buy into an ad that promised them a quiet, relaxing moment.

Exercise 14-B, Do You See What I See?

Principle Illustrated: The role of images in persuasion

Purpose: For students to become more aware and critical of the visual images they encounter.

Time required: out-of-class time and 30+ minutes of in-class discussion

Directions: After students have learned about different forms of persuasive images, ask each to collect one example of an image that she/he finds to be particularly persuasive. Each student is required to bring a copy of the image to class, show it to the other students, and explain why she/he found the image to be so compelling. Examples can come from any visual image, though advertisements and examples of photojournalism may be easiest for students to reproduce and/or bring to class. After each student has presented, ask the rest of the class to comment. Do other students agree that the image is persuasive? Why or why not? After all the students have presented, you can also ask them to vote on the three or four most persuasive images. Do those images have something in common? If so, what? If not, the exercise may illustrate that a number of approaches to effective visual persuasion are possible.

Exercise 14-C, Art as Social Activism

Principle Illustrated: Not all art is representational in nature. Art serves more than an aesthetic function. It seeks to alter observers' perceptions.

Purpose: For students to realize that artists actively attempt to shape people's attitudes and beliefs, and increase the public's awareness of issues in and through works of art.

Time Required: out-of-class time, plus 30-60 minutes of class discussion

Directions: In pairs, ask students to go to an art museum, a fine art gallery, look through fine art books, or visit online art galleries, and find examples of art that are intended as political and social statements. If students are searching online, you might suggest that they use search terms such as "activism and art" or "protest and art" or "feminism and art" or "performance art." Ask students to bring a copy (poster, photocopy, download, etc.) of a particular work of art to class and explain what political or social message the artist was trying to communicate.

As an example, there were a number of post-9/11 art exhibits designed to galvanize Americans' patriotism and promote healing in the wake of the terrorist attacks on the United States. If some students have trouble finding works of art, you might suggest they focus on the Vietnam War Memorial, "Street art" by Banksy, or performance art by Laurie Anderson. You might also suggest that students consult with a professor of fine arts to come up with ideas and examples.

Exercise 14-D, Cinematic Persuasion

Principle Illustrated: Movies promote popular culture in the forms of trends, fashions, and lifestyles

Purpose: For students to gain a greater appreciation of the role movies play in determining what is hip, trendy, or cool.

Time Required: 30-60 minutes

Directions: In groups of 3-4, ask students to bring in videos (on DVD, in the Cloud, as your classroom equipment allows) illustrating various trends popularized by particular movies. Be sure they (or you) set up the specific clip that illustrates the trend in advance, otherwise it can take forever to rewind or fast forward to the correct place. Ask each group to show their clip, then explain its social/cultural relevance to the class. Ask other class members if they agree that the movie in question played a role in promoting a particular trend, fashion, slang expression, hairstyle, etc. You may find that different groups select the same movie or that they disagree on a movie's contribution to trend-setting (*Fast and Furious* was quite popular among our own students as a film that promoted and endorsed street racing).

Note: We think it is a good idea for the instructor to select a few clips to show and explain as well. Some useful examples include the Austin Powers movies, which popularized 1960s' retro-fashion and phrases like "yeah, baby." The movie *XXX*, starring Vin Diesel, further popularized counter-culture, and an alternative lifestyle (as an "extreme" secret agent, his character wouldn't be confused with the traditional, refined image of James Bond). We find that short clips of a few minutes work best.

Web Links

1. Principal illustrated: Visual Political Persuasion

These pages offer some pictures and brief descriptions of different strains of socialist realism.

<http://www.theartstory.org/movement-social-realism.htm>

https://www.huffingtonpost.com/2014/12/26/communist-propaganda-post_n_6377336.html

This site contains an impressive database of political cartoons.

<http://www.politicalcartoons.com/>

2. Principle illustrated: Media and Stereotypes

This Media Awareness Network page provides articles, reports, surveys, statistics, and links to other websites that discuss how certain groups are stereotyped in the media.

<http://mediasmarts.ca/>

3. Principle illustrated: Visual Deception

This link provides examples of photo tampering throughout American's history.

<http://www.cs.dartmouth.edu/farid/research/digitaltampering/>

4. Principle illustrated: art as a form of social activism

Actipedia.org is a compendium of activist art activity

<http://actipedia.org/>

The Center for Artistic Activism's goal is to make more creative activists and more effective artists.

<http://artisticactivism.org/#>

Article on activist art

<http://lens.blogs.nytimes.com/2012/02/20/turning-art-into-activism/>

Test Questions

Multiple-Choice Questions

1. Cartoon caricatures of politicians that exaggerate certain characteristics can be persuasive due to their:

- a. iconicity
- b. syntactic indeterminacy
- c. lexicography
- d. indexicality
- e. symbolcity

Answer: A

Page 339

2. Pictures from a store surveillance camera might prove that a shopper removed price tags from articles of clothing before placing them in a bag. This documentary aspect of images is called

- a. iconicity.
- b. indexicality.
- c. symbolcity.
- d. syntactic indeterminacy.

Answer: B

Pages 339-340

3. Images, by themselves, lack logical operators and, therefore, cannot convey “cause-effect,” “either-or,” or “if-then” relationships. This refers to which property of images?

- a. iconicity
- b. indexicality
- c. syntactic indeterminacy
- d. symbolicity

Answer: C

Page 340-341

4. Which of the following statements about visual persuasion is most accurate?

- a. Persuasion research has historically focused on images rather than verbal or text-based messages.
- b. Insofar as advertisers are concerned, images are less persuasive than words, because images lack logical operators.
- c. Movies can be more persuasive than television commercials, because when people watch a movie they don't expect to be persuaded.
- d. Anti-ads are honest attempts to inform consumers about a product, rather than persuasive appeals aimed at getting consumers to buy the product.

Answer: C

Page 347

5. Esmeralda decides not to cross the street because she sees an image of a red hand blinking on and off. The blinking hand is an illustration of which type of image?

- a. an index
- b. an icon
- c. a sign
- d. an analogy

Answer: B

Page 339

6. One way images persuade is by functioning as icons. An icon is something that

- a. documents that an event has occurred
- b. cannot convey precise relationships between things
- c. can convey precise relationships between things
- d. resembles, or stands for, the thing it represents

Answer: D

Page 339

7. The fact that some media events are staged and wouldn't take place were it not for the presence of cameras, illustrates the risk of relying on which persuasive aspect of images?

- a. iconicity
- b. indexicality
- c. syntactic indeterminacy
- d. lexicography

Answer: B

Page 340

8. According to the text, the Marlboro Man symbolizes the Old West and such American values as freedom and rugged individualism. The Marlboro Man is persuasive due to which characteristic of images?

- a. iconicity
- b. indexicality
- c. syntactic indeterminacy
- d. lexicography

Answer: A

Page 339

9. Which of the following is not a characteristic of icons?
- a. Icons stand for and summarize that which they represent
 - b. Icons can evoke emotional responses in people
 - c. Icons can be selective by emphasizing certain features while de-emphasizing others
 - d. Icons document that an event took place

Answer: D

Page 339

10. If one subscribes to the belief that "size matters," then those countries and economies with the tallest skyscrapers would be viewed as the most powerful and/or successful in the world. Such a perception illustrates which persuasive aspect of architecture?

- a. iconicity
- b. indexicality
- c. syntactic indeterminacy
- d. capitalism

Answer: A

Page 339

11. Which statement best describes the doctrine of "Socialist Realism"?

- a. Art is created for art's sake
- b. Art sometimes imitates life, life sometimes imitates art
- c. Art must be representational rather than impressionistic
- d. Art is subordinate to the goals of the state

Answer: D

Page 342

12. Delacroix's famous painting, *Liberty Leading the People*, depicts Lady Liberty leading French citizens during the French Revolution. Through its _____, the painting romanticizes and idealizes the revolution.

- a. indexicality
- b. syntactic indeterminacy
- c. iconicity
- d. impressionism

Answer: C

Page 343

13. Which rough estimate below of the amount of advertising to which the average American is exposed is most accurate?

- a. 100 advertising messages per day, at a cost of \$100 per person per year.
- b. 1,000 advertising messages per day, at a cost of \$1,000 per person per year.
- c. 3,000 advertising messages per day, at a cost of \$800 per person per year.
- d. 10,000 advertising messages per day, at a cost of \$10,000 per person per year.

Answer: C

Page 351

14. Babbs, an impressionable 16-year-old, sees a movie in which her favorite actress has her head shaved. Babbs decides that she, too, will shave her head. Her behavior illustrates that

- a. movies export values around the globe
- b. movies foster or perpetuate stereotypes
- c. movies model risky, unsafe behavior
- d. movies promote popular culture

Answer: D

Pages 349

15. Product placement is

- a. the practice of inserting brand name items into movie scenes and TV episodes

- b. a "grassroots" movement that popularizes a particular product or service
- c. a form of anti-advertising or "subvertising"
- d. a clear illustration of image-based advertising

Answer: A

Page 347

16. Characters in movies often engage in risky behaviors such as drinking and driving or having unprotected sex. This tends to legitimize such behaviors in the eyes of viewers. This illustrates which persuasive feature of cinema?

- a. Movies export American values around the globe
- b. Movies promote popular culture
- c. Product planting is prevalent in movies
- d. Movies model behavior for viewers

Answer: D

Pages 349

17. The most accurate statement that can be made about stereotyping in cinema is

- a. stereotyping is common, and most stereotypes are negative
- b. stereotyping is common, and most stereotypes are positive
- c. stereotyping is uncommon, and most stereotypes are negative
- d. stereotyping is uncommon, and most stereotypes are positive

Answer: A

Page 350-351

18. Cynical consumers who have become skeptical of advertising are the primary targets of

- a. image-based advertising
- b. anti-ads
- c. product planting
- d. shock ads

Answer: B

Page 352

19. By portraying Chevron as a guardian of endangered species, Chevron's "People do" advertising campaign is an example of

- a. shock ads
- b. anti-ads
- c. product planting
- d. image-based advertising

Answer: D

Page 353

20. A commercial for a brand of jeans aligns itself with youth culture by showing teens, wearing that brand, doing stunts on skateboards and BMX bikes. This represents which approach to using images to persuade?

- a. image-based ads
- b. shock advertising
- c. subvertising
- d. anti-ads

Answer: A

Pages 352-353

21. Some commercials often serve up "visual extravaganzas" with eye-popping images and vivid graphics. The goal of such ads is

- a. to associate a product with an idealized image or lifestyle.
- b. to appeal to consumers who are skeptical of advertising.
- c. to stand out against the background of media clutter.
- d. to promote popular culture.

Answer: C

Page 351-352

22. When viewing a photograph of an event, such as a suicide bombing in the Middle East, one should remember that

- a. the camera doesn't lie
- b. pictures are more persuasive than words
- c. words are more persuasive than pictures
- d. photographs aren't neutral, impartial representations of reality

Answer: D

Page 356

23. An airline company creates two types of emergency pamphlets. One pamphlet contains only written instructions. The other contains written instructions and images. After surveying their passengers, the airline company found that passengers' recall of the information was higher for the pamphlet that featured written instructions and images. Which of the following best explains this phenomenon?

- a. syntactic indeterminacy
- b. indexicality
- c. iconicity
- d. picture superiority effect

Answer: D

Page 338

24. The AIDS Memorial Quilt serves as a form of participatory art because

- a. each panel represents a person's life
- b. it increases awareness of HIV/AIDS
- c. the images are shocking
- d. the act of creating a panel provides an outlet for grief

Answer: D

Page 345

25. A number of recent movies, such as *The Sessions*, *Rust and Bone*, *Untouchable*, and *X-Men* (specifically, Professor X) featured leading characters who lost the use of their legs. Yet the protagonists in these movies are assertive, courageous, and heroic. Such portrayals of persons with disabilities illustrate which persuasive function of cinema?

- a. movies always romanticize disabilities
- b. product planting is prevalent in movies
- c. movies cultivate the image of a mean, scary world
- d. movies promote prosocial values

Answer: D

Page 348

26. According to Bandura's social cognitive theory,

- a. adolescents take cues from films to know how to behave.
- b. adolescents develop a mean, scary view of the world from watching movies.
- c. adolescents know the difference between reality and fantasy.
- d. adolescents respond more to antisocial than prosocial content in movies.

Answer: A

Page 349

27. In the movie *Superbad*, three nerdy teens must grapple with peer pressure, suffer embarrassment, endure public humiliation, and face ridicule. Their trials and tribulations illustrate which persuasive feature of cinema?

- a. Movies promote prosocial values.
- b. Movies foster and perpetuate stereotypes.
- c. Movies promote popular culture.
- d. Movies promote viewer identification.

Answer: D

Pages 350

28. The “Most Interesting Man In The World” mingles with beautiful women, wrestles with dictators, performs stunning feats, and drinks Dos Equis beer. This advertising campaign is an example of

- a. shock ads
- b. product planting
- c. image-based advertising
- d. anti-ads

Answer: C

Page 352-353

29. A new mascara brush is advertised as hip and cool. It features rebellious yellow, blue, and purple hues for eyelashes. Which of the following common-product associations is being portrayed?

- a. sex or romance
- b. youth culture
- c. social status and elitism
- d. sense of belonging

Answer: B

Page 353

30. Compared to the general population, smoking is:

- a. overrepresented by actors on screen
- b. underrepresented by actors on screen
- c. roughly the same amount on screen and off screen
- d. rare among on-screen actors

Answer: A

Page 349

31. Which advertising strategy utilizes a norm violation to break through media clutter?

- a. product placement
- b. ingratiation
- c. shock advertising
- d. social modeling

Answer: C

Page 354

32. Wafaa Bilal's “Shoot an Iraqi” art project is an illustration of _____

- a. representational art
- b. participatory art
- c. naïve realism
- d. anti-art
- e. aesthetic art

Answer: B

Page 344-345

33. In 1972, an Associated Press photographer named Nic Ut took a picture of a South Vietnamese girl, Kim Phuc, running down the road, naked, after her village was napalmed by U.S. planes. The photo, which won Ut a Pulitzer Prize, captured the horror and futility of the U.S.' military involvement in Viet Nam. The persuasive power of this photo is derived from its

- a. indexicality
- b. syntactic indeterminacy
- c. iconicity
- d. impressionism

Answer: A

Pages 339-340

34. Cultivation theory states that:

- a. movie-goers adopt fashions and trends they see in movies
- b. placing products in movies makes them more familiar and likeable
- c. teens emulate risky behaviors they see in movies and on TV
- d. seeing violence on TV and in movies creates an impression of a mean, scary world
- e. a fictional event in a movie may be remembered by the viewer as a real fact or experience

Answer: D

Page 349-350

35. A magazine ad for Sysley's clothing line showed two fashion models getting high by snorting a dress as if it were a line of cocaine, with the caption "fashion junkie." The ad is an example of

- a. niche marketing
- b. below the line advertising
- c. culture jamming
- d. anti-ads or subvertising
- e. shock advertising

Answer: E

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Essay Questions

1. What is the difference between a shock ad and an anti-ad? Provide an example of each. Which do you think is the most effective? Why?

2. Identify any two image-based associations on which ads are commonly based. Provide examples of specific products or services that rely on those two associations and explain how the associations are made.

3. From an advertising standpoint, why is the syntactic indeterminacy of images both a blessing and a curse?

4. What is the fine line that shock ads must walk? How or why can shock ads backfire?

5. How have governments used art and architecture to further the ends of the state? Provide some specific examples of government uses of art or architecture as tools of influence.

6. How has stereotyping in the movies changed over time? Is there less stereotyping now, or more? Are the stereotypes more or less accurate, and more or less positive, than they used to be? Provide specific examples.

7. How does social cognitive theory work in relation to films and commercials?

8. In what ways can visuals function as powerful tools of persuasion? How will improving visual literacy benefit viewers?

Chapter 15: Esoteric Forms of Persuasion

Key Terms and Concepts

aposematism (red is a warning sign in nature)
meanings and connotations associated with color
red pen effect
color as a form of branding
color and emotion
—warm vs. cool colors
—uniform colors
color and behavior
color-aggression link
car color and traffic citations
subliminal versus supraliminal messages—
product placements vs. subliminal ads
presence ≠ effectiveness
embedded images
subliminal priming
—masked prime
—subliminal prime
—target word
priming and prior need or drive
subaudible messages
—placebo effect
backward masking
advertising via associations

neurolinguistic programming (NLP)
—primary representational system (PRS)
—visual vs. auditory consumers
music as a central and peripheral cue
musical fit
mere exposure effect
—music and branding
—musical fit
mere exposure effect
music as a mnemonic device
background music and habituation
music videos as persuasion
general aggression model (GAM)
weaponizing music
aroma as persuasion
selling romance through fragrances
fragrances and attraction
fragrances and arousal
ambient aromas and mood
ambient aromas and task performance
scent marketing
ambient aromas and shopping behavior

Chapter Summary

Color

- I. Color affects attitudes, beliefs, intentions, and behaviors in significant ways.
 - A. The color red often signifies danger, both in nature and in society.
 - B. Colors have strong associations; brides wear white, green signifies eco-friendliness, red states vs. blue states, etc.
- II. The color red has multiple meanings and associations.
 - A. Grading papers with a red pen (the red pen effect) results in more rigorous grading.
 - B. red clothing is perceived as sexier.
- III. Color is used as a form of branding; companies copyright colors associated with their brands.
 - A. Examples include UPS' Pullman brown, Owens-Corning pink, Tiffany's robin's egg blue.
- IV. Color is associated with a variety of moods and emotions.
 - A. Warm colors evoke activity, arousal
 - B. Cool colors are more calming and relaxing
 - C. People respond differently to others based on uniform colors
- V. Color affects behavior in subtle and not so subtle ways.
 - A. A color-product mismatch can be off-putting to consumers.
 - B. Taste preferences may be based, in part, on the color of food containers.
- VI. Wearing black uniforms may elicit more aggression in sports teams than wearing white uniforms, dubbed the color-aggression link.
- VII. Contrary to popular thinking, car color is not associated with a greater likelihood of receiving a traffic ticket.

Subliminal Influence

- I. A message may be subtle without necessarily being subliminal.
 - A. Subliminal messages are processed without conscious awareness.
 - B. Supraliminal messages are subtle, or faint, but are still processed consciously.
 - 1) Product planting in movies and TV shows involves supraliminal processing, not subliminal stimuli.
- II. There is widespread public belief that subliminal messages are both prevalent and effective.

- A. Public belief dates back to claims of subliminal effects made by James Vicary in the 1950s.
- B. Vicary's "study" was non-scientific and his results were never replicated.
- C. In the 1970s and 1980s, Brian Wilson Key renewed interest in subliminal persuasion, but his approach was questionable.
- D. Occasional documented cases of subliminal images appear to be the exception, rather than the rule (pranks, mostly).
- E. Few of the studies reporting significant findings have been successfully replicated.
- F. Embedded or hidden images have no effect on consumers.
- G. The mere existence of subliminal messages does not demonstrate their effectiveness.

III. While subliminal messages are generally ineffective, controlled laboratory studies on subliminal priming has demonstrated results.

- A. Subliminal priming involves flashing a fleeting message just prior to a target message.
- B. Subliminal priming can elicit temporary changes in mood or enhance performance on word recognition tasks.
- C. A prior need or drive tends to aid the technique known as priming.
- D. Priming has little value from an advertising or marketing standpoint because the effects are quite small and only temporary.
- B. Sub-audible messages also appear to produce no demonstrable effects. Any changes observed are attributable to the placebo effect.
- C. There is no scientific proof that backward-masked recordings induce changes in moods or behavior.

IV. Advertisers and marketers are far more interested in overt persuasion, via images and associations, than in subliminal stimuli.

NLP

VII. Neurolinguistic programming (NLP), which is a mix of linguistics, psychology, and hypnotism, suggests that the unconscious mind determines the attitudes and behaviors of individuals.

- A. A person's primary representational system is activated through the five senses. Visually or auditory-oriented messages are thought to alert the unconscious.
- B. NLP is not a reliable theory as its evidence relies too much on faulty sign reasoning.

Music and Persuasion

I. Although ignored by many textbooks, music is a key ingredient in real-life persuasion.

- A. Song lyrics can persuade via the central route. They can be thought about and reflected upon.
- B. Typically, however, music persuades via the peripheral route. A song is heard, yet not actively attended to.

II. Music is widely used in advertising to facilitate persuasion.

- A. Music is used to reinforce product images and associations. Congruency, or how the music fits the brand, enhances the music's effectiveness.
- B. Music persuades according to the mere exposure hypothesis, which states that repeated exposure to a stimulus tends to increase liking for the stimulus.
 - 1) Excessive repetition can backfire as it decreases liking for a product.
- C. Music often functions as a mnemonic device or memory cue.
 - 1) This is because lyrics in a song are often translated phonetically (e.g., as mere sounds) rather than semantically (as meanings).
- D. Background music is used by retailers to influence consumer behavior, although consumers may become habituated (desensitized) to music.

III. Music videos and MTV have clearly had a significant effect on fashions, tastes, and trends of adolescent viewers.

- A. Music videos have been criticized for glorifying materialism and perpetuating sexism.
- B. Defenders say music videos merely mirror society and argue that music makes social statements and promotes social change.
- C. Rap music, in particular, has received much criticism. Nevertheless, it is difficult to deny its impact on the attitudes, beliefs, intentions, motivations, and behaviors of juveniles.

IV. The practice of utilizing music as a weapon to drive away teens, panhandlers, gangs, and the homeless from fast-food restaurants and convenience stores is temporarily effective, yet ethical considerations have been raised.

V. To be effective, music must be adapted to listeners' tastes and preferences, the particular message, and the particular setting. Music primarily serves as a supplement to verbal messages.

Aromas and Persuasion

I. Although scholars in the field of communication rarely, if ever, explore the topic, aromas and fragrances play a significant role in persuasion.

- A. Fragrance manufacturing is a multi-billion-dollar industry.
- B. Fragrance manufacturers sell idealized, romantic images as much as fragrances.
- C. Some studies suggest that perfume increases attraction, while other studies suggest that it does not.
- D. It is important to note individual differences for scent preferences as well as consider that scent is one of many factors that produce attraction.

II. Ambient aromas have been shown to affect people in a variety of ways.

- A. Ambient aromas can alter physiological processes, such as arousal.
- B. Ambient aromas have been shown to affect people's moods, for example, by making them feel more relaxed.
- C. Ambient aromas have been shown to improve task performance.
- D. Scent marketing by creating fragrances promoting brand identity (Abercrombie & Fitch, Verizon, and Lincoln are examples).
- E. Ambient aromas can affect consumers' shopping pace and make them linger longer in stores and restaurants. It has been suggested that pleasant aromas may put gamblers at ease, in which they will feel lucky, and consequently increase their spending.

III. Generalizations about the effects of aromas on receivers must be guarded.

- A. There are tremendous individual differences in the way people respond to smells.
- B. Repeated exposure to a given fragrance may result in desensitization or create an aversion to the smell.
- C. There are ethical implications and health-related issues related to the use of ambient aromas to persuade people.
- D. Although one would like to think that the future looks bright for aroma peddlers, smells can only do so much.

Exercises and Learning Activities

Exercise 15-A, Pseudo-Subliminals

Principle Illustrated: Self-fulfilling prophecy and subliminal persuasion

Purpose: To demonstrate that so-called "subliminal effects" may involve self-fulfilling prophecies whereby "thinking makes it so."

Time Required: Approximately 15 minutes

Directions: This exercise requires access to a computer and an LCD projector, a slide projector, or some other means of projecting images onto a screen (it is important that the equipment look fairly sophisticated). Tell class members that you are going to show them some very faint images on the screen, so faint that they are just below the threshold of visibility for most people. Ask them to number a piece of paper from 1-10 and write down what they think each image is. Also ask them to write down how confident they are about what the image is, using a scale from 0-100% confidence. Tell class members that if an image is too faint to make out to guess at what it is.

The instructor should show 10 blank slides (using PowerPoint, for example), so that there really are no images at all. To help maintain the illusion, each slide can be labeled "Image 1," "Image 2," etc. The instructor should wait about 30 seconds between each slide, then say, "O.K., here is the next image." The instructor must do a good job of acting here, to convince the students that images really are being shown.

Once all the pseudo-images have been shown to the class, the instructor should ask students what they saw, and how confident they are about what they saw. Some students will claim to have seen images that correspond with their physical or emotional state. For instance, a hungry student might think he or she saw a hamburger. A tired student might claim she or he saw a bed. Students' confidence levels can be used to determine how successful or unsuccessful the instructor was in taking them in. The instructor can debrief the exercise by drawing an analogy between the fake images and the story of the "Emperor's Clothes."

A variation on this exercise involves giving students two different, false cues about what they can expect to see. For example, the instructor could give half the class a note saying, "The images are about the beach or the ocean," while the other half could get a note saying, "The images are about mountains and forests." See how much the false cues influence students' perceptions of the blank images.

Exercise 15-B, Smell-O-Rama Activity

Principle Illustrated: Aromas and moods or feeling states

Purpose: To provide students with an opportunity to experience the way in which aromas can influence moods.

Time Required: 30-40 minutes

Directions: Select about a dozen fragrances for students to smell. Some items we've found that work well are Bazooka Bubble Gum, black licorice, cinnamon, coffee, cocoa, Crayola crayons, Johnson's baby powder, leather, Old Spice, moth balls, Pepto-Bismol, Play-Doh, rubbing alcohol, soy sauce, Vick's Vapo-Rub, a rotten vegetable (potatoes work really well), and a portion of a sweaty, smelly gym sock.

Place small amounts of each item in identical containers. Empty film containers work well for this. Styrofoam cups with lids also can be used, or empty baby food jars (covered with foil so the contents can't be seen). It is important that the containers have lids to prevent the smells from escaping. Otherwise, strong smells, like Johnson's baby powder or Vick's Vapo-Rub, will overwhelm other, more subtle fragrances.

Mark each container with the numbers 1-12. Next, ask students to number a piece of paper from 1-12, leaving 2-3 lines between each number. Then pass the containers around the room, from one student to the next. Ask students to close their eyes, remove the lid, smell the fragrance, then replace the lid. Instruct the students to write down two things immediately after smelling each fragrance:

1) What was their mood or emotional reaction to the smell? (Note: a mood may be expressed as a feeling, e.g., "happy," "sad," or as a memory or recollection, e.g., "it reminds me of my grandmother's house.")

2) Did they recognize the smell and, if so, what was it? (Note: often students will recognize a smell as familiar but be unable to identify it by name.)

Tell students ~~not to interact with each other~~, or make comments out loud, so that one student's comments do not bias others' reactions. It will be hard for some students to resist making sounds, especially on the "stinky" items.

When everyone has finished smelling the fragrances and recorded their responses, go around the room and ask students about their reactions. What emotions or memories did the fragrances evoke? Did the fragrances evoke a generalized mood, or a specific feeling state? Did students share the same reactions to the fragrances? Finally, inform the students what the fragrance in each container was, and see how many students identified them correctly.

Web Links

1. Principle illustrated: Subliminal and Symbolic/Covert Messages

This link contains several subliminal ads and symbolic messages, as well as arguments for the intent of the ads and whether they were or were not effective. Sure to be a hit with the students.

<http://www.classroomtools.com/sublimad.htm#Web%20Sites>

These links show (a) a covert message placed by PETA (People for the Ethical Treatment of Animals) at Peteo Park in San Diego, California, and (b) a Pepsi can with the word SEX on it. Coincidence?

<http://www.snopes.com/business/hidden/peta.asp>

<http://www.snopes.com/business/hidden/pepsisex.asp>

2. Principle illustrated: Product Planting

This *USA Today* article gives some examples of product placements on television.

http://www.usatoday.com/money/media/2004-10-14-tv-product-placement_x.htm

Test Questions

Multiple-Choice Questions

1. Making prison inmates wear pink underwear illustrates the use of color as

- a. a method of power and control
- b. a form of social proof
- c. an aposematism
- d. a form of branding

Answer: A

Page 364

2. Professor Kruger grades students' papers with a red pen. Professor Myer grades students' papers with a blue pen. Assuming the quality of students' papers in their classes is the same, one would expect that

- a. Prof. Kruger's students will work more diligently on their papers
- b. Prof. Kruger will find more mistakes on students' papers
- c. Prof. Meyer's students will be less likely to read the comments on their papers
- d. Prof. Meyer's students will have worse writing skills than Prof. Kruger's students

Answer: B

Page 365

3. Which statement about the effect of ambient aromas on behavior is inaccurate?

- a. motorists drove more aggressively in the presence of a pleasant aroma
- b. shoppers spent more time shopping in a pleasantly scented store
- c. passers-by in a mall were more likely to help a stranger in the presence of a pleasant aroma
- d. a pleasant aroma reduced patients' anxiety while undergoing MRIs and CAT scans

Answer: A

Page 380

4. Which of the following states about the effect of color is false?

- a. hockey teams with black uniforms tend to be penalized more often than hockey teams with white uniforms
- b. drivers of red cars tend to receive more speeding tickets than drivers of white cars
- c. women wearing red blouses are perceived as more sexually attractive than women wearing blue blouses
- d. police officers wearing black uniforms are perceived as more intimidating than officers wearing light blue and navy uniforms

Answer: B

Page 367-368

5. Suppose you are a registered dietician in charge of a school cafeteria. Your goal is to reduce the number of "empty" calories (e.g., high in sugar and fat, low in protein and other nutrients) that school children consume at lunch. You should

- a. serve nutritious foods on large plates
- b. serve non-nutritious foods on small plates
- c. serve foods that are high in protein and low in fat on red plates
- d. serve foods that are high in sugar and fat on red plates
- e. ignore the color of plates; color has no effect on calorie consumption

Answer: D

Page 367

6. According to Gass & Seiter,

- a. few Americans believe subliminal persuasion is common, and most are skeptical that it works.
- b. most Americans believe subliminal persuasion is common, but few believe it actually works.
- c. few Americans believe subliminal persuasion is common, although most believe it works.
- d. most Americans believe that subliminal persuasion is common, and most believe it works.

Answer: D

Page 368

7. Images that are shown so quickly or sounds that are played so faintly that they can't be consciously registered are called

- a. subliminal.
- b. supraliminal.
- c. extraliminal.
- d. micro-momentary.

Answer: A

Page 368

8. The practice of showing brand-name items in movies and TV shows is called

- a. subliminal persuasion
- b. supraliminal persuasion
- c. product placement
- d. embedding images

Answer: C

Pages 369, 372

9. Embedding images in magazine ads appears to be _____ as a means of influencing brand preferences.

- a. highly ineffective
- b. highly effective
- c. moderately effective
- d. highly inconsistent

Answer: A

Page 369

10. To the extent that self-help audio tapes do bring about changes in people, it is probably because

- a. they use very faint messages
- b. they use very high-pitched messages
- c. of the reaffirming content of the messages
- d. of the placebo effect
- e. of the mere exposure hypothesis

Answer: D

Page 371

11. Which of the following statements about backward-masked messages or reverse speech is most accurate?

- a. They have no discernible effect on behavior.
- b. They produce changes in mood.
- c. They produce changes in behavior.
- d. They produce changes in mood and behavior.

Answer: A

Page 371-372

12. According to Gass & Seiter, the most effective approach for an advertiser to use is

- a. subliminal priming
- b. neurolinguistic processing
- c. embedded images
- d. product placement
- e. reverse speech or backward masking

Answer: D

Page 372

13. All of the strategies below have been shown to be effective except

- a. shock advertising
- b. image-oriented advertising
- c. anti-ads or subvertising

d. NLP

Answer: D

Pages 372-374

14. As a tool for influence, music persuades

- a. via central processing
- b. via peripheral processing
- c. via central and peripheral processing
- d. rarely, if at all

Answer: C

Pages 374

15. Advertising jingles for baby back ribs and \$5-foot-long sandwiches help consumers remember specific brands. This use of music best illustrates which of the following?

- a. mere exposure
- b. mnemonic device
- c. backward masking
- d. association

Answer: B

Page 375

16. Coca-Cola's, "I'd Like to Teach the World to Sing..." jingle reinforces the theme that Coke is a happy, joyous brand. This use of music best illustrates which of the following?

- a. mere exposure
- b. mnemonic device
- c. backward masking
- d. musical fit

Answer: D

Page 374

17. Music functions as a mnemonic device by

- a. subliminal priming
- b. decreasing cognitive involvement
- c. creating a positive mood
- d. stimulating brand recall

Answer: D

Page 375

18. Background music has been shown to have an effect on all of the following except

- a. mood
- b. shopping pace
- c. wagering by gamblers
- d. consumer purchases
- e. patient anxiety

Answer: C

Page 375-376

19. Hanisch examined whether fragrances could reduce arachnophobia (fear of spiders) among females. The results revealed that

- a. an unpleasant fragrance reduced fear the most
- b. a pleasant fragrance reduced fear the most
- c. the no-fragrance condition reduced fear the most
- d. no significant differences were attributable to fragrances

Answer: B

Page 380

20. All of the following appear to affect people's moods, with the exception of

- a. background music
- b. ambient aromas
- c. room colors
- d. subaudible messages

Answer: D

Pages 371

21. A methodological weakness in many fragrance studies is that

- a. the results could be due to the placebo effect
- b. the smells are typically too strong
- c. the smells are typically too weak
- d. relatively few fragrances have been studied

Answer: A

Page 381

22. Gass & Seiter's advice on subliminal messages is

- a. consumers have little to fear from subliminal messages
- b. as subliminal messages become increasingly more sophisticated, consumers will have more and more to fear
- c. older subliminal messages were ineffective, but current subliminal techniques are highly effective
- d. subliminal messages are almost always more effective than their visible or audible counterparts

Answer: A

Pages 371

23. Research suggests that subliminal priming may act as a trigger but only if

- a. the subliminal message is accurately detected
- b. there is a need, goal, or drive that must be satisfied
- c. the participant engages in central processing
- d. the subliminal message is followed by a motivational appeal

Answer: B

Page 370

24. Which of the following statements about NLP is most accurate?

- a. NLP is an effective form of persuasion.
- b. NLP has been demonstrated in controlled laboratory settings, but not in the real world.
- c. There is little or no evidence that NLP works at all.
- d. NLP operates via central processing
- e. NLP is effective, but no more so than other traditional forms of persuasion

Answer: C

Page 373

25. According to Gass & Seiter, NLP relies too much on

- a. cause-effect inferences rather than sign reasoning
- b. visual cues and not enough on auditory cues
- c. controlled laboratory studies at the expense of real-life studies
- d. anecdotal evidence rather than controlled studies

Answer: A

Page 373

26. Hearing a catchy song repeatedly, like "Jerk It Out" by Ceasars, which was featured in several Apple commercials, makes consumers like the song even more. This is known as

- a. placebo effect
- b. mnemonic device
- c. habituation
- d. the mere exposure effect

Answer: B

Page 375

27. According to the text, what type of music has been used as to drive away the homeless, panhandlers, and gang members from fast-food restaurants and convenience stores?

- a. rap music
- b. disco music
- c. classical music
- d. elevator music

Answer: C

Page 377

28. When German music was playing in the background in a wine store

- a. customers bought more German wine
- b. customers bought more French wine
- c. background music had no effect on wine purchases
- d. customers bought less wine and more beer

Answer: A

Page 375

29. The fact that embedded images of a sexual in nature appear in some Disney movies is most likely

- a. a corporate conspiracy by Disney to increase profits
- b. pranks committed by bored or disgruntled employees
- c. an intentional form of product placement
- d. the work of the Illuminati and the Trilateral Commission

Answer: B

Page 369

30. Which type of subliminal influence has been shown to work, but only in controlled laboratory settings, not in commercial settings?

- a. reverse speech
- b. embedded images
- c. subliminal self-help messages
- d. subliminal priming

Answer: D

Pages 370

Essay Questions

1. What is the difference between “subliminal priming” and “subliminal persuasion”?

2. Identify a specific methodological weakness found in many investigations of subliminal persuasion.

3. Identify three distinct ways in which advertisers use music to persuade.

4. Explain how either music or aromas can facilitate persuasion through the mere exposure effect.

5. What specific conditions need to be met in order to use aromas as a tool for influence?

6. What is Neurolinguistic Programming (NLP)? What is the premise of this theory? Identify the weaknesses of this approach.

7. Some argue that frequent exposure to rap and hip-hop music promotes negative social behavior. Others defend the music, arguing that the music depicts reality. Select a position and defend it.

|

Chapter 16: The Ethics of Persuasion

Key Terms and Concepts

the duty to persuade ethically	— sponsored content
prosocial nature of persuasion	— opinion leader
analogy to persuasion as a tool	ethics and the use of threats
the role of motives in persuasion	ethics and the use of fear appeals
ticking bomb scenario	ethics and the use of emotional appeals
ethics and central versus peripheral processing	— corporate social responsibility (CSR)
ethics and cultural preferences in persuasion	ethics and the use of ingratiation
— indirect and direct strategies	ethics and the use of visual persuasion
codes of ethics for different professions	— social responsibility
characteristics of ethical influence; intentionality;	ethics and the use of subliminal persuasion
— conscious awareness, free choice/free will,	approaches to ethics (Box 16.1, p. 392)
— language and symbolic action	— ends versus means
persuaders as lovers	— consequentialism/teleological ethics
— seducers and rapists versus lovers	— deontological systems/duty ethics
— respect	— amorality and/or Machiavellianism
— equality	— situational ethics/relativism
— tolerance	— universalism
— bunglers, smugglers, and sleuths	— egalitarianism/Golden Rule
ethics and credibility	— free market ethics/caveat emptor
ethics of persuasion involving children and/or	— utilitarianism
vulnerable receivers	— virtue ethics
ethics and the use of deception	
— native advertising	

Chapter Summary

- I. The power to persuade carries with it a corresponding duty to persuade ethically.
 - A. Persuasion is not the antithesis of cooperation.
 - 1) Persuasion can be a prosocial method of addressing and/or resolving perceived differences.
 - 2) Persuasion can and does produce mutually satisfactory outcomes.
 - 3) Persuasion can be likened to a tool, such as a hammer. The tool itself isn't good or bad, but rather the end or purpose for which the tool is used.
- II. Gass & Seiter's position is that the motives color the means. Table 16.1 illustrates how the "good" and "bad" motives color the means of persuasion.
 - A. A proper assessment of the ethics of a given influence attempt can't be made without considering the persuader's motives.
 - B. The quality of a persuader's motives tends to "rub off" on the strategies used.
 - C. Even highly coercive strategies may be justified, given the right set of motives.
- III. Determinations about the ethics of persuasion are inherently culture-bound.
 - A. The Western preference for linear, rational thought places greater emphasis on central processing.
 - B. In other cultures, peripheral processing might be considered more appropriate (indirect or direct strategies, fitting in, saving face, etc.).
- IV. Persuasion researchers are ill-equipped to answer ethical questions regarding various persuasive strategies.
 - A. Their focus is on how and why persuasion works, not what persuasion should be used for.
 - B. The inability of persuasion researchers to differentiate good and bad applications of persuasion is similar to the dilemmas faced by researchers in other fields.
 - C. Persuasion researchers are more interested in knowledge for its own sake. They merely want to know how it works.
- V. A number of ethical implications can be seen as emanating from Gass & Seiter's model of persuasion.
 - A. A reliance on an "intent" criterion to define persuasion may let persuaders off the hook for harmful, unintended consequences of their persuasion.
 - B. Persuasion which takes place with the conscious awareness of the parties involved tends to be more ethical than persuasion that does not.

- C. Persuasive attempts that allow persons to make free choices are clearly ethically superior to those that do not.
- D. Persuasion that takes place via language or clearly codified symbols is generally more ethical than persuasion via nonverbal or behavioral means.
- VI. Brockriede's concept of "arguers as lovers" can be extended to persuasive encounters as well.
 - A. Like arguers, persuaders can also be cast into the roles of rapist, seducer, and lovers.
 - B. The attributes of ethical persuasion which flow from Brockriede's metaphor are that:
 - 1) Persuaders should demonstrate respect for one another.
 - 2) Persuaders should emphasize equality and strive to minimize status and power differences.
 - 3) Persuaders should exhibit tolerance for one another's points of view.
- VII. Robert Cialdini characterizes persuaders as bunglers, smugglers, or sleuths.
 - A. Bunglers fail in the influence attempts because they use ineffective strategies.
 - B. Smugglers may succeed in the short run, but they rely on unethical strategies which tend to fail them in the long run.
 - C. Sleuths strike a balance between effective strategies and ethical strategies.
- VIII. A number of ethical questions arise from the variables and strategies discussed in earlier chapters.
 - A. Because credibility tends to function as a peripheral cue, it tends to short-circuit thoughtful deliberation.— Appeals which foster central processing are generally preferable to those which foster peripheral processing.
 - 1) A source should be qualified; in other words, possess expertise in the area in which she or he is giving advice or endorsing a product.
 - B. Persuaders have a greater ethical responsibility when they target highly vulnerable receivers such as the very young or very old. There are three basic guidelines that influencers should follow when targeting children:
 - 1) They should ensure that they have permission from parents or legal guardians before attempting to persuade.
 - 2) They should communicate using words and concepts that children can understand.
 - 3) They should have the children's best interests at heart.As for the very old, it is best to display intercultural and interpersonal sensitivity by considering others' feelings and avoiding the temptation to prey on others' fears, weaknesses, or vulnerabilities.
 - C. Deception isn't necessarily unethical. The goal of deception may be to benefit another.
 - 1) Self-serving lies are believed to be the least ethical.
 - 2) "Honesty is the best policy" only when certain conditions exist.
 - 3) Social media is less regulated leading to fewer protections for consumers. Native advertising looks like Facebook or Instagram post but are actually ads.
 - D. Threats should be viewed as a strategy of last resort because they are inherently damaging to relationships.
 - E. The use of fear appeals is acceptable, but only if the harmful consequences alluded to are real. Two guidelines are necessary when attempting to persuade through fear appeals.
 - 1) Specific recommendations for avoiding the harmful consequences must be provided to individuals.
 - 2) Individuals must be provided with concrete recommendations for how to react (e.g., danger control).
 - F. Emotional appeals are ethically defensible if they serve as a complement to, rather than substitute for, reasoning and proof. Whirlpool's example of corporate social responsibility uses emotional and rational appeals to advertise their washers and dryers.
 - G. Ingratiation is ethically justifiable if the praise is sincere.
 - H. Images are powerful tools of influence. Images, however, can be misleading. In the case of corporate sponsorship, it can be difficult to distinguish philanthropy from advertising.
 - I. Since there is no hard evidence that subliminal messages work, we aren't bothered by their use.
 - J. Various approaches to ethics are identified (Box 16.1, p. 395).

Exercises and Learning Activities

Exercise 16-A, Ethical or Unethical Persuasion?

Principle Illustrated: Ethical issues involved in persuasion

Purpose: To get students to actively reflect upon the implications of their persuasive choices.

Time Required: 20-30 minutes

Directions: Note that Box 1.3 (p. 18) offers 14 ethical scenarios and asks students to decide in each case how ethical or unethical they perceive the persuader to be. If this exercise wasn't covered when discussing Chapter 1, it can be covered here. See Chapter 1 of the instructor's manual for a discussion of the exercise.

Exercise 16-B, Ethical Persuasion Role Play

Principle Illustrated: The Use of Respect, Equality, and Tolerance in Persuasion

Purpose: To provide students with practice in applying three characteristics of ethical persuasion; respect, equality, and tolerance, using hypothetical role plays, and to provide them with feedback on their own persuasive styles.

Time Required: Approximately 20-30 minutes

Directions: This exercise should be conducted after students have read Chapter 16. First, divide students into groups of three (counting off by 3's works well). Randomly assign students the role of "persuader A," "persuader B," and "neutral observer." Second, provide students with the accompanying descriptions of their roles. You may wish to provide the neutral observers with a copy of the three characteristics of ethical persuasion described on pp. 344-345 as a reference. Third, have students role-play the encounter for 10 minutes. Fourth, have the neutral observers report to the class on the strategies and styles they observed. The exercise should provide students with an opportunity to try out these behaviors in a relatively safe, structured, classroom environment. In addition, the neutral observers' comments may increase student's self-awareness of their own persuasive styles.

The Barking Dog and the Foul Mouth

Persuader A: You are upset with your neighbor, because his new dog is constantly barking. The dog barks and howls at all times of the day and night, particularly whenever your neighbor is not at home. You like dogs, but you can't stand the barking. The other day, you were trying to read a book on your patio. With all the yapping, however, you couldn't concentrate. You finally shouted, "Shut the _____ up," and went indoors to read.

What would you say, or do, if anything, to get your neighbor to prevent his dog from barking?

Persuader B: Last week, you adopted a "rescue" dog from the animal shelter. The dog had been mistreated by its previous owner. It is still adjusting to its new surroundings. You are afraid that if you leave the dog alone in the house when you are gone, it will pee, poop, or chew up things. So you put the dog outside when you leave. When you got home today, the dog was crying to come in. As you let the dog in, you heard your neighbor shout, "Shut the _____ up!" You've heard this neighbor cussing before, sometimes while on the phone outside, sometimes through an open window.

What would you say or do, if anything, to get your neighbor to stop using profanity in a loud tone of voice?

Neutral Observer: You are observing two neighbors who are having a dispute. The first neighbor complains that the other neighbor's dog barks non-stop. The second neighbor says he is tired of hearing obscenity-laced shouting from the first neighbor. Watch carefully to see how the two interact. Is their approach cooperative or adversarial? Do they tend to use positive, prosocial strategies, or rely more on negative, antisocial strategies? Can you tell from the strategies they employ, what their motives as persuaders are? Are the strategies they are using effective? Are they ethical? Why?

Exercise 16-C, The Story of Babbs

Principle Illustrated: Ethics of compliance gaining

Purpose: To prompt students to reflect upon the ethics of a variety of questionable compliance-gaining strategies.

Time Required: 30-40 minutes

Directions: Provide students with the "Story of Babbs" that follows. Have each student read the story and rank-order the characters, 1-5, from "most moral" to "least moral." There are five characters to be ranked, not counting the disabled student. The story is designed so that each of the characters will be selected by some students as the most moral.

Ask students to defend their rankings by explaining 1) what it was about the persuader's motives that made him/her the most or least ethical, and 2) what it was about the persuader's strategy that made him or her the most or least ethical.

To assist the instructor in questioning students' rankings, and generally play the role of devil's advocate, a summary of some standard arguments that can be made about each character is provided below:

Babbs: On the plus side, she's only a freshman. Freshmen are naïve. She is entitled to make one mistake. At least there are things she won't do—like sleep with Rex. On the minus side, she is the protagonist for everyone else's questionable behavior. She approached them, they didn't ask to be put in that situation. Even a naïve freshman knows that turning in someone else's paper and calling it one's own is an act of plagiarism.

Biff: On the plus side, Biff is completely honest with Babbs. He has something she wants, and she has something he wants. There was no coercion, because Babbs was free to say no. If she had agreed, it would have been mutually consenting sex. On the minus side, Biff is basically an extortionist—one who is trading in flesh, no less! He's trying to take advantage of Babbs because he knows she is vulnerable and desperate.

Rex: On the plus side, Rex can be considered a free-market entrepreneur. He is proposing a simple business transaction. So what if he exaggerated the paper's quality a bit? In a free market, the principle of *caveat emptor* reigns—"let the buyer beware." On the minus side, Rex is not only an accomplice to academic misconduct, he is a liar as well. And, as an upper-classman, he should know better.

Muffin: On the plus side, Muffin may be the only character in the story who has a moral compass. Whether one agrees with her decision or not, she is acting on her own moral beliefs. She is doing the right thing, as she sees it. On the minus side, she appears to be nothing more than an intolerant, religious zealot. Her way is the only way. Her ultimatum to Babbs is every bit as coercive as Biff's approach. In an earlier era, Muffin would have been burning accused witches at the stake.

Dr. Windplenty: On the plus side, Dr. Windplenty corroborates Muffin's accusation before imposing a penalty. There is no double standard, because the charge against Babbs was verifiable. The professor didn't know for sure whether the disabled student was trying to cheat or staring off into space. Babbs still got off easy—she could have been expelled from college. On the minus side: There is certainly an appearance of a double standard, because Windplenty did nothing to follow up on his suspicions regarding the disabled student. Since a professor holds a position of power in the classroom, he should be held to a higher standard than the students.

The Story of Babbs: A Modern-Day Parable on the Ethics of Persuasion

Babbs is in a jam. She is a freshman at Texassippi Tech. It is Sunday night, and she has just remembered she has a paper due in her Ethics 101 class on Monday morning.

Desperate, she calls up an acquaintance, Biff, whom she knows to be a very bright fellow with a high GPA. After buttering him up a bit by telling him how smart he is, Babbs asks Biff if he has a paper she can turn in. Biff says that, as a matter of fact, he does have an old "A" paper lying around, but that in exchange for the paper Babbs must sleep with him. Babbs says no paper is worth that and hangs up on him.

Undaunted, Babbs calls up another friend of hers, Rex, who is a senior and captain of the debate team. She asks Rex if he has a paper he would be willing to sell her. Rex says that, conveniently, he does have a paper that received an "A." He tells Babbs she can take a look at it, and if she likes it, he'll sell it to her. Babbs stops by his apartment and checks out the paper. She offers Rex \$25. He says he wants \$50 because, after all, it is an "A" paper. Babbs pays him the \$50 and, after she leaves, Rex chuckles to himself because he knows the paper only received a "C."

Babbs retypes the paper and submits it to her professor, Dr. Windplenty, the next morning. Upon returning to her dorm room that afternoon she recounts the entire episode to her roommate Muffin. Muffin, who is deeply religious, is shocked and offended by Babbs' conduct. She tells Babbs in no uncertain terms that she is a sinner and that the only way to redeem herself is to confess her guilt to her teacher. Babbs refuses to do this, but promises she will never, ever cheat again. Muffin, however, feels morally compelled to turn Babbs in and calls Dr. Windplenty on the phone.

After corroborating Muffin's accusation, Dr. Windplenty decides to give Babbs an "F" for the entire semester. An "F" on the paper, alone, he reasons, would be too lenient since her offense was far worse than a student who simply failed to turn in the assignment. During the final exam, Dr. Windplenty suspects a physically disabled student of looking at another student's answer sheet. He makes eye contact with the disabled student and scowls at her but does nothing more.

WHO IS THE MOST UNETHICAL PERSUADER IN THE STORY? WHY?

Web Links

1. **Principle illustrated:** National Communication Association credo for ethical communication:

https://www.natcom.org/sites/default/files/Public_Statement_Credo_for_Ethical_Communication_2017.pdf

2. **Principle Illustrated:** Society of Professional Journalists code of ethics

<https://www.spj.org/ethicscode.asp>

Test Questions

Multiple Choice Questions

1. According to Gass & Seiter, persuasion is analogous to

- a. a locomotive
- b. a diamond in the rough
- c. a tool
- d. Frankenstein
- e. the engine in a car

Answer: C

Page 391

2. According to Gass & Seiter, the moral quality of an influence attempt is derived primarily from

- a. the motives of the persuader
- b. the means of persuasion used
- c. the beliefs, values, and attitudes of the receiver
- d. the situation in which the persuader finds him/herself

Answer: A

Page 392

3. According to your text, which of the following persuasive strategies is the **least** ethical?

- a. deception
- b. fear appeal
- c. ingratiation
- d. can't tell without knowing the persuader's motives

Answer: D

Page 392

4. Compared to some Asian cultures, persuasion in America emphasizes

- a. indirect strategies
- b. direct strategies
- c. group norms and values
- d. avoiding conflict and preventing loss of face

Answer: B

Page 393

5. According to the authors, persuasion research is essentially

- a. moral
- b. immoral
- c. amoral
- d. a necessary evil

Answer: C

Pages 393-394

6. Which ethical perspective emphasizes “consequences or outcomes... weighing the benefits and drawbacks of a persuader’s actions”?

- a. deontological
- b. consequentialism
- c. situational
- d. universalism

Answer: B

Page 395 Box 16.1

7. Which ethical perspective places the onus on the receiver to be informed, aware, and avoid being suckered?

- a. egalitarianism
- b. consequentialism
- c. situational
- d. free market

Answer: D

Page 395 Box 16.1

8. According to Brockriede (1974), which type of persuader would rely on deception to achieve his/her purpose?

- a. seducer
- b. rapist
- c. lover
- d. sleuth

Answer: A

Page 397

9. According to Gass & Seiter, three characteristics associated with ethical influence attempts are

- a. ethos, logos, and pathos
- b. logic, reasoning, and evidence
- c. respect, equality, and tolerance
- d. upward, downward, and lateral communication

Answer: C

Pages 397-398

10. Gass & Seiter **do not** believe _____ should be used as a criterion for distinguishing ethical versus unethical influence attempts.

- a. intentionality
- b. conscious awareness
- c. free choice/free will
- d. respect

Answer: A

Page 396

11. A salesperson who viewed customers as “marks,” or “suckers” would be **lacking** in which characteristic of ethical persuasion?

- a. tolerance
- b. equality
- c. respect
- d. likeability

Answer: C

Page 397-398

12. A persuader who listened as much as she or he talked, and who was open to being persuaded, not just to persuading, would be demonstrating

- a. tolerance
- b. respect
- c. equality

d. hubris

Answer: A

Page 398

13. The ideal persuader, according to Robert Cialdini, is a

a. bungler

b. smuggler

c. juggler

d. sleuth

e. magician

Answer: D

Page 398-399

14. Which of the following statements best characterizes the authors' view of deception as an influence strategy?

a. Honesty is always the best policy

b. "White" lies are acceptable; all other lies are unacceptable

c. self-serving lies and lies that benefit another are equally ethical

d. Whether deception is ethical or unethical hinges on the persuader's motives

Answer: D

Pages 392

15. This persuasive strategy is **inadvisable, except** as a last resort, since it tends to diminish the esteem of the receiver, is damaging to relationships, and can trigger aggression toward the persuader.

a. deception

b. fear appeals

c. ingratiation

d. threats of punishment

Answer: D

Page 403-404

16. According to Gass & Seiter, which of the following is an important ethical consideration related to the use of fear appeals?

a. Only mild fear appeals should be used

b. Only moderate fear appeals should be used

c. Only mild or moderate fear appeals should be used

d. The harmful consequences must be real or genuine

Answer: D

Page 405-406

17. Which of the following statements best summarizes the authors' ethical position regarding the use of emotional appeals to persuade?

a. Emotional appeals are bad because they short-circuit central processing

b. Emotional appeals are fine, as long as they complement the use of reasoning and evidence

c. Emotional appeals should only be used as a last resort

d. Emotional appeals are bad because they rely on negative, antisocial appeals

Answer: B

Page 407

18. Gass & Seiter's view of using subliminal messages to persuade is that

a. subliminal messages are effective, but they are highly unethical.

b. subliminal messages are ineffective, so from an ethical standpoint, they are irrelevant.

c. product planting is ethical, but subliminal persuasion is not.

d. subliminal persuasion should be regulated by the government, not by the private sector.

Answer: B

Page 409

19. In an attempt to persuade, Loretta uses ineffective strategies and tactics. According to Robert Cialdini, Loretta is unskilled in persuasion and is a

- a. sleuth
- b. smuggler
- c. bungler
- d. baffler

Answer: C

Page 398

20. In regard to source credibility, Gass & Seiter argue that

- a. relying on source credibility is perfectly fine
- b. relying on the primary dimensions of credibility is justified, relying on the secondary dimensions is not
- c. relying on credibility as the principle means of persuasion short-circuits critical thinking
- d. receivers should consider the evidence or proof contained in a persuasive message, not the source

Answer: C

Page 400

21. When attempting to influence children, persuaders must adhere to all of the following guidelines except

- a. ask parents or legal guardians for permission to persuade
- b. use words and concepts children can understand
- c. avoid reasoning, because children lack critical thinking skills
- d. make certain they have the children's best interests at heart

Answer: C

Pages 400-401

22. A soccer team of 4th-graders is down 2-0 at halftime. Their coach says, "I want to see some fire in your belly. You have to want this. Give everything you've got for the next 45 minutes. Win or lose, when you leave the field today I want you to think 'I did my best, I couldn't have tried any harder.'" Their coach is relying primarily on:

- a. fear and guilt
- b. an emotional appeal
- c. source credibility
- d. ingratiation

Answer: B

Pages 406-407

23. A person who believed she or he had a moral duty or obligation to follow a certain course of action (such as a whistleblower who felt she or he had to disclose the truth, even if it meant going to jail.)

- a. egalitarian ethic
- b. situational ethics
- c. deontological ethics
- d. utilitarianism

Answer: C

Page 395 Box 16.1

24. According to your text, which of the following persuasive strategies is the most ethical?

- a. sex appeals
- b. fear appeals
- c. ingratiation
- d. pity appeal
- e. can't tell without knowing the persuader's motives

Answer: E

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25. The discussion of fear mongering offered in the text revealed that the greatest threat to public health is

- a. mad cow disease
- b. child abduction/murders

c. road rage
d. skin cancer
e. Justin Bieber, Lindsay Lohan, and Amanda Bynes
Answer: D
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26. The best way to protect yourself and loved ones from disease is to
a. get a flu shot
b. avoid childhood vaccinations
c. not eat meat of any kind
d. do whatever Oprah Winfrey says
Answer: A
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27. A student who cheated on a test is meeting with a professor. The professor asks, "Is this the kind of person you want to be? Does a grade matter more to you than your integrity? Your moral character matters more than a grade on a test." The professor is emphasizing
a. amorality
b. ends versus means
c. virtue ethics
d. utilitarianism
Answer: C
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Essay Questions

1. Which of the many persuasive strategies and tactics discussed throughout the text would you say is the most ethical? Which would you say is the least ethical? Why?
2. Agree or disagree with Gass & Seiter's position that it is the motives of the persuader, not the means of influence, that determine how ethical or unethical a given influence attempt is. Explain your reasons.
3. Are researchers who study persuasion responsible for the uses to which their findings and results are put? Is it the researcher's fault if a persuasive strategy he/she has studied is used by an unscrupulous persuader?
4. From the standpoint of persuasion, which of the ethical perspectives in Box 16.1 (p. 341) do you consider the most ethically defensible, and why?
5. Why do Gass & Seiter think that the use of fear appeals is more ethically defensible than the use of threats?
6. What ethical questions or issues would be more likely to arise in mediated persuasion contexts (e.g., TV, film, print media) in comparison to face-to-face persuasive contexts (interpersonal, small group)?