

# FROM LAST CLASS: BRING A PSYCHOLOGY RESEARCH STUDY TO CLASS

- What did the researchers study?
- Methodological issues?
  - E.g., use of a control group? Provide operational definitions? Control for extraneous variables? Confuse correlation with causation?
- Does the article explain how the variables of interest are measured?
- Overall, do you think it is a good summary of a research finding?

- <https://www.youtube.com/watch?v=jKS3MGriZcs>
- How does the inclusion or exclusion of a laugh track impact your own enjoyment of the show? How funny you find it?

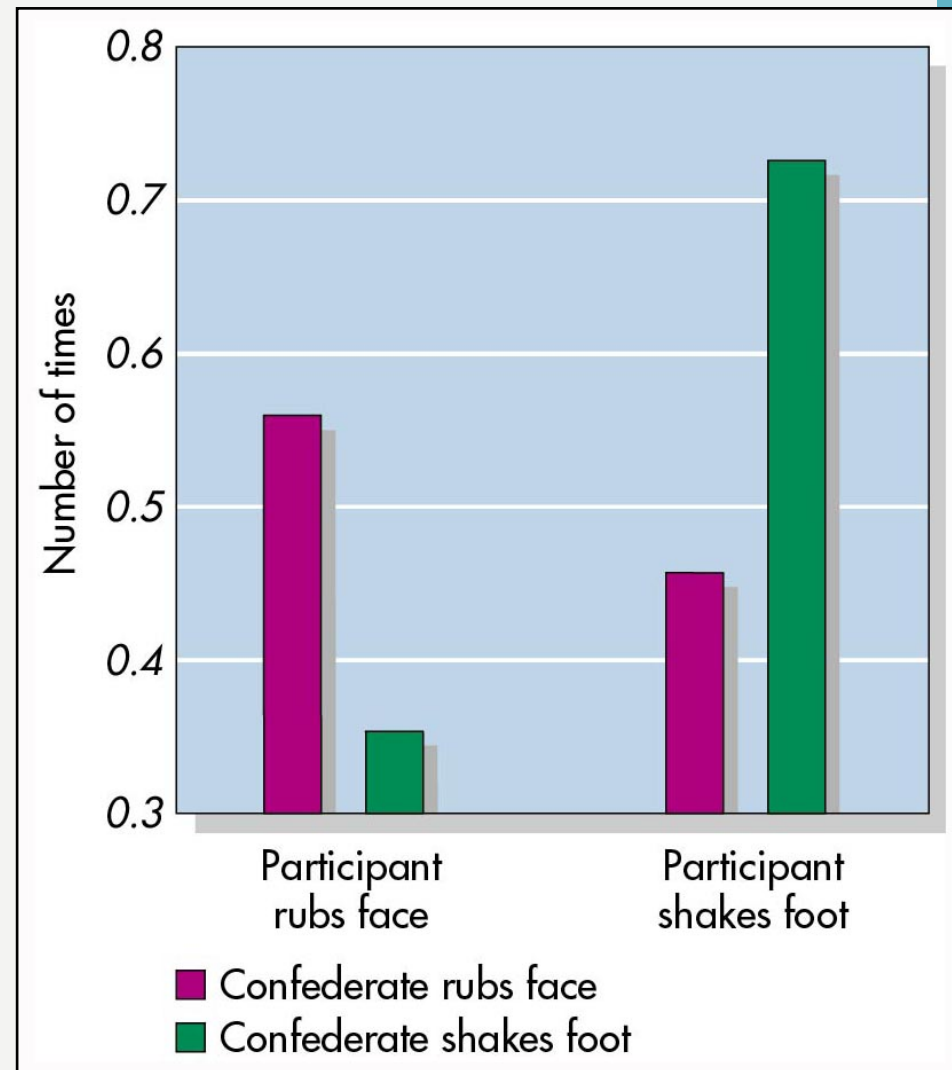


# **SOCIAL INFLUENCE**

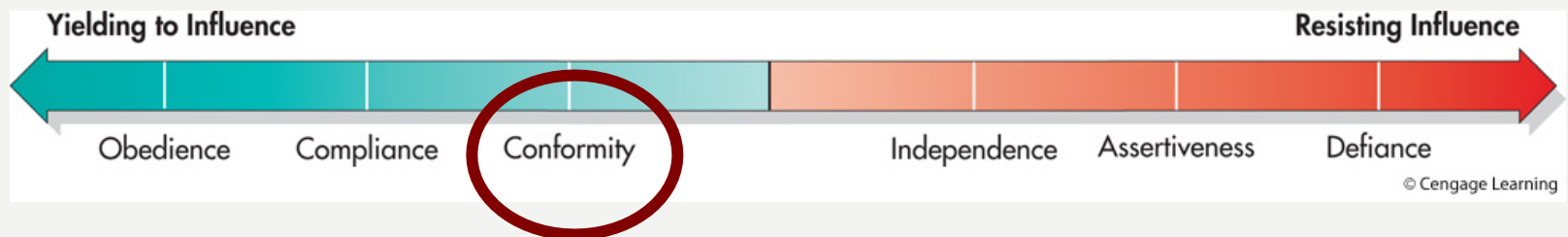
**SPRING 2018**

# THE CHAMELEON EFFECT

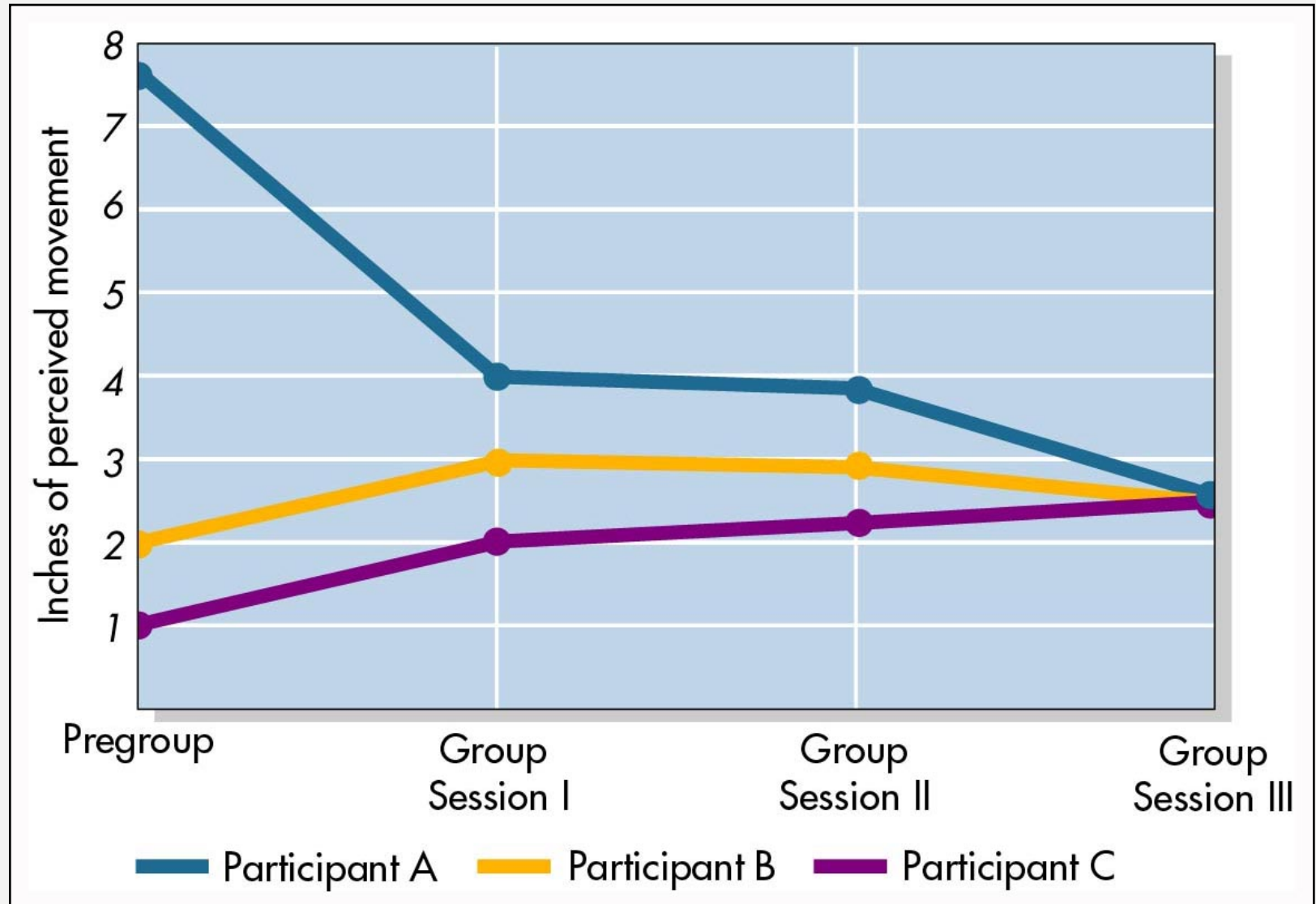
- IV – rub face or shake foot
- DV – behavior of participant



# CONTINUUM OF SOCIAL INFLUENCE

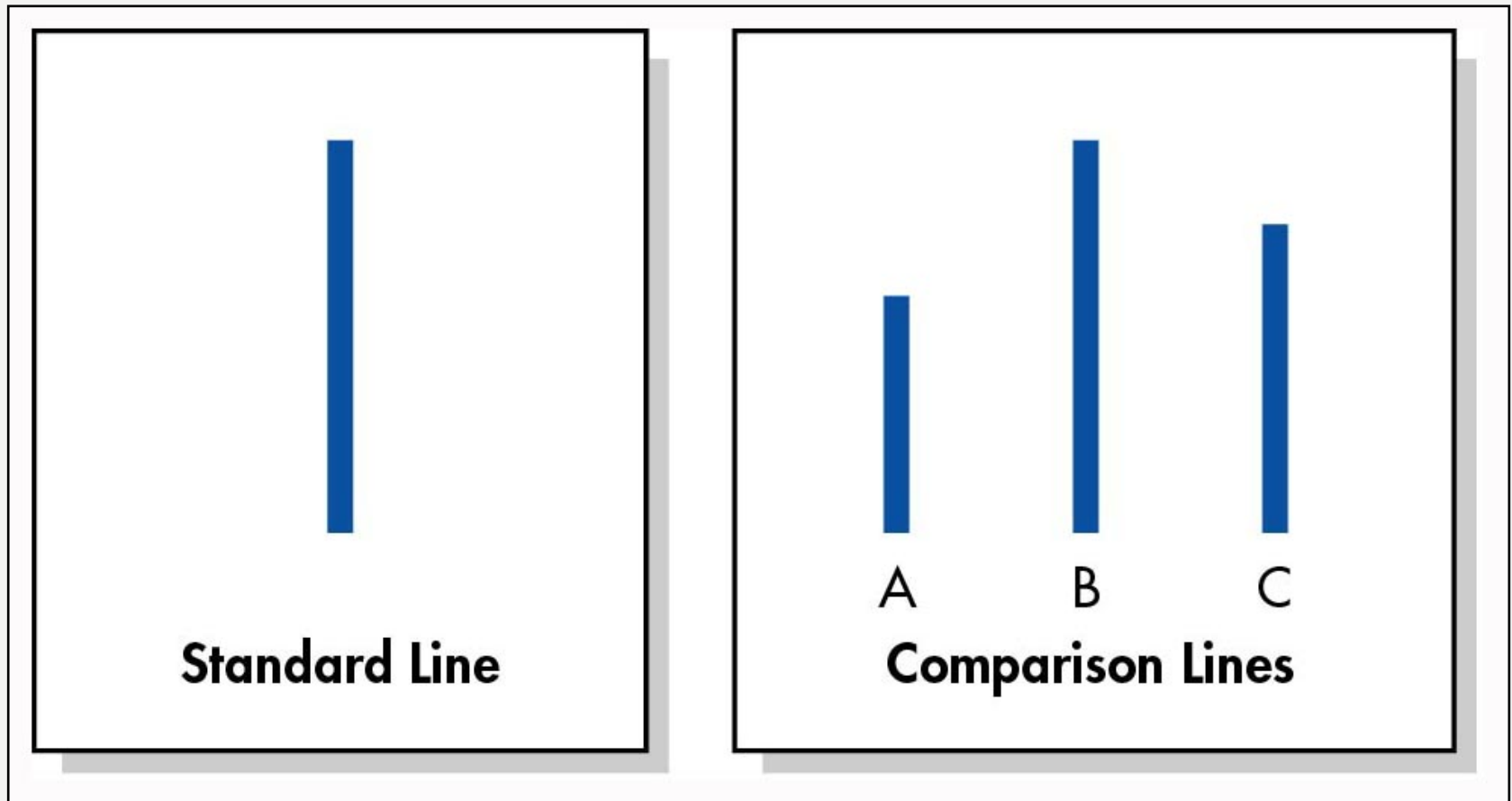


# SHERIF (1936)



# LINE JUDGMENT TASK

## ASCH (1951)



# HOW DID PARTICIPANTS RESPOND?

- **75%** of participants went along with the group's incorrect answer at least once
- **50%** conformed for at least half of the trials
  - rest conformed on occasion
- **25%** NEVER conformed



# TWO TYPES OF CONFORMITY

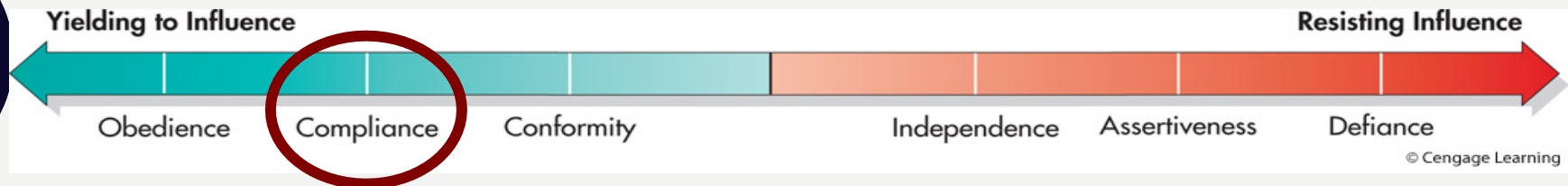
**TABLE 7.1**

**Two Types of Conformity**

A comparison of Sherif's and Asch's studies suggests different kinds of conformity for different reasons. Sherif used an ambiguous task, so others provided a source of information and influenced the participants' true opinions. Asch used a task that required simple judgments of a clear stimulus, so most participants exhibited occasional public conformity in response to normative pressure but privately did not accept the group's judgments.

Experimental Task	Primary Effect of Group	Depth of Conformity Produced
Sherif 's ambiguous autokinetic effect	Informational influence	Private acceptance
Asch's simple-line judgments	Normative influence	Public conformity

# CONTINUUM OF SOCIAL INFLUENCE



# COMPLIANCE

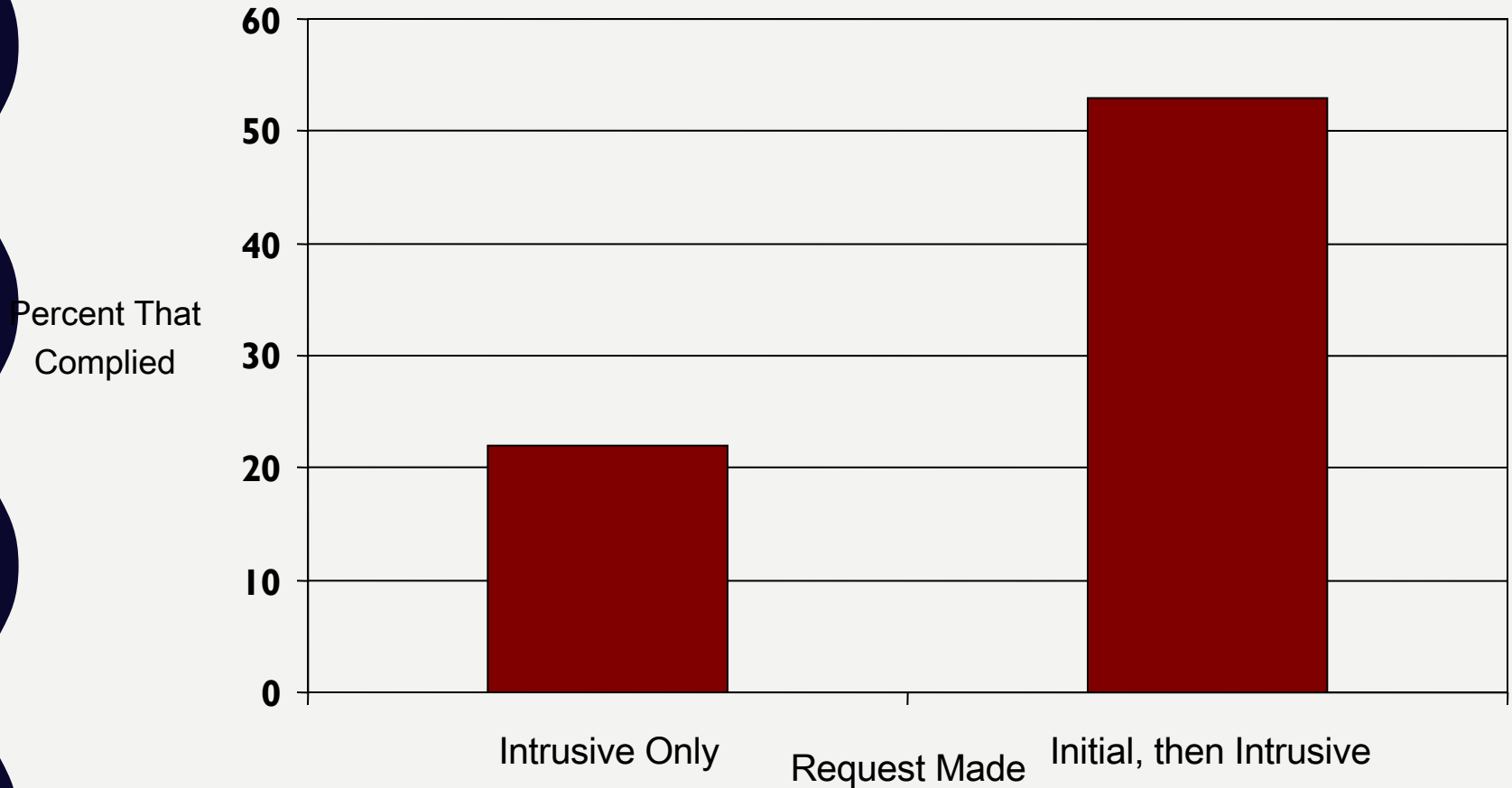
Basic principles (Cialdini, 1994; 2006) of compliance

- Friendship/liking
- Commitment/consistency
- Scarcity
- Reciprocity
- Social validation
- Authority

# COMPLIANCE TECHNIQUES

- Foot-in-the-door technique
- Low-balling
- Door-in-the-face technique
- That's-not-all-technique

# FOOT-IN-THE-DOOR FREEDMAN & FRASER (1966)



# LOW-BALLING

- Person secures agreement with a request and then increases the size of that request by revealing hidden costs.
- Why is it effective?
  - Psychology of commitment

# DOOR-IN-THE-FACE TECHNIQUE

- Start with very large request that will be rejected; then follow with a more moderate request
- Why is it effective?
  - Perceptual contrast
  - Reciprocal Concessions

# THAT'S NOT ALL!

- Begin with somewhat inflated request; then immediately decrease the apparent size of the request by offering a discount or bonus





# COMPLIANCE TECHNIQUES

Request Shifts	Technique	Description
From small to large	Foot in the door	Begin with a very small request; secure agreement; then make a separate, larger request.
	Low-balling	Secure agreement with a request, and then increase the size of that request by revealing hidden costs.
From large to small	Door in the face	Begin with a very large request that will be rejected; then follow that up with a more modest request.
	That's not all	Begin with a somewhat inflated request; then immediately decrease the apparent size of that request by offering a discount or bonus.

# COMPLIANCE ACTIVITY (DUE THURSDAY, FEB 8, AT 3:00PM)

Strategy	Write a definition of the strategy.	What did you ask someone to do? (1 <sup>st</sup> request)	What did you ask someone to do? (2 <sup>nd</sup> request)	Did they comply (1 <sup>st</sup> request) YES OR NO	Did they comply (2 <sup>nd</sup> request) YES OR NO
Foot in the Door					
Low-Balling					
Door in the face					
That's not all					