

- **I. Carl Iver Hovland**

- **A. Led to**

- 1. the tradition of micro-level studies of individual attitude change
- 2. tremendous research literature on *persuasion*

- **II. Similar to Lazarsfeld**

- **A. Inspired subdiscipline of interpersonal communication**

- **B. Steered CR towards studying of effects**

- 1. Lazarsfeld's surveys of media audience (?)

- **C. BUT, unlike Lazarsfeld, who found minimal effects in their survey research on media audiences**

- 1. Hovland was finding 1/3 to 1/2 of his respondents influenced by a single exposure to a persuasive message

- **III. Persuasion**

- **A. Any instance which an active attempt is made to change a person's mind, an attitude change**

- **B. Intentional communication, a one-way attempt to bring about an effect on a receiver**

- 1. But interpersonal nature of communication means there will be back-and-forth interaction

- **IV. Yale University**

- **A. Carl attended Northwestern and obtained his degree and masters**

- **B. Joined PhD program at Yale University**

- **C. Dominant and strong in academic psychology**

- 1. Because of the Institute of Human Relations

- **V. Institute of Human Relations**

- **A. Funded by Rockefeller Foundation**

- **B. Adopts an interdisciplinary approach to social problems**

- 1. Use knowledge from multiple perspective to improve understanding
- 2. Assumed that a better a problem is understood, the more easily it can be solved
- 3. People were looking for solutions to social problems from these study groups, but none were coming
 - a) Entered a period of questioning and self-doubt

- **VI. Hull joined the IHR**

- **A. Proposed to study motivation**

- 1. Claims it cuts across all social problems and academic disciplines
- 2. Might provide the common ground that the Institute sought

- **B. Hull's speciality was hypnosis,**

- 1. Very Freudian, not well-received
- 2. Thus looking for new scholarly direction
- **C. Influenced by Pavlov's theory of conditioning and...**
 - 1. Dewey's functional behaviourism
 - 2. Freudian psychoanalysis
 - a) Drives
 - b) Aggression is produced by frustration
- **D. Organised interdisciplinary seminars on motivation**
 - 1. And introduced Freudian's psychoanalytic theory
- **E. Built a behaviouristic approach to human motivation and learning**
 - 1. S-R models
- **VII. World War II and Hovland**
 - **A. Named Chief Psychologist (and later Director of Experimental Studies)**
 - 1. in Research Branch of the Information and Education Division, U.S. Dept. of War
 - **B. Hired by Samuel Stouffer**
 - 1. Expert at survey research methods, less experienced in experimental research
 - 2. But still held experimentation in high regard
 - 3. Hired Hovland because he was an excellent experimenter
 - **C. Initial reactions of army brass towards research unreceptive**
 - 1. Policy-relevant research findings helped the Research Branch sell itself to the military authorities
 - 2. Stouffer also has access to top brass and clearer away resistance
 - **D. Two units at the Research Branch**
 - 1. Survey research unit, headed by Leonard Cottrell
 - a) Consists mainly of Stouffer's doctoral students at Chicago University
 - 2. Experimental unit, headed by Hovland
 - a) Consists mainly of Yale psychologists or doctoral students there
 - **E. Charged with training inductees and maintaining morale of troops**
- **VIII. Attitude as core conceptual variable**
 - **A. Core conceptual variable in Hovland's wartime study: attitude**
 - **B. Attitude as main concept in social psychology**
 - 1. Positive/negative feeling toward some individual/object that serves as predisposition to action
 - a) Attitude, if known, can predict overt behaviour/action by that individual at a later time
 - **C. However, evidence suggests otherwise**
 - 1. But do happen under certain circumstances
 - **D. Thus important to find out when they do, and when they do not**

- **IX. "Why We Fight" Film Series**

- **A. During WW2, needed to train 15 million citizens into soldiers**

- 1. Diverse and ignorant pose a challenge
- 2. Film, then a relatively new medium, seen as best medium to help accomplish
 - a) Educational, and
 - (1) Impart factual knowledge
 - b) Motivational purposes
 - (1) Shape beliefs and opinions
 - i) War as a just cause
 - ii) Confidence in own abilities
 - iii) Integrity of allies (e.g. Britain)
 - iv) Resentment of the enemy
 - v) Military victory will make for a better world
 - (2) Motivate people to enlist and serve

- **B. Hired famous Hollywood filmmaker, Frank Capra**

- 1. Capra wanted to counter pro-Hitler film Triumph of the Will
- 2. Utilised a great deal of available news footage about the events leading to U.S. involvement

- **C. Made seven 50-minutes documentaries**

- 1. Meant to inform and persuade

- **D. Impact evaluated by Research Branch**

- **X. Hovland's Research on the Films**

- **A. Designed field experiments on**

- 1. one-sided versus two-sided messages
- 2. impact of fear appeals
- 3. effect of source credibility

- **B. Dependent variables measured through pencil-and-paper techniques**

- 1. Knowledge of film content
- 2. Attitude change
 - a) e.g. increased willingness to fight

- **C. Constrained by film messages, which is fixed**

- **D. But a great deal of control at the same time**

- 1. Provided nearly ideal circumstances for field experimentation with random assignment to experimental and control conditions
- 2. "Captive audience" of participants
- 3. Access to personal records

- 4. Cost not a real concern
- **E. Pretest-posttest control group design**
 - 1. Parallel forms for pretest and posttest
 - 2. Used equivalent forms to prevent sensitisation to measurements
 - 3. Anonymous: no need to fear retribution for "wrong" answers
 - 4. Fact-quiz question (?)
 - 5. Opinion items (?)
 - 6. Distractor or "camouflage" questions
- **F. Did not depend entirely on highly structured and quantitative methods**
 - 1. Enlisted Merton at Columbia University's Bureau of Applied Social Research to conduct focus interviews after filling in their survey responses
 - a) Used Lazarsfeld-Stanton Program-Analyser
 - 2. Quantitative design helped determine aggregate effects, but not *what is it about the film's content* that might have produced the observed effects
 - a) Helped Hovland interpret the experimental results and suggest new hypotheses for future studies

• XI. Basic findings

- **A. Findings fit hierarchy of effects model: knowledge -> attitude -> behaviour**
 - 1. Huge increase in soldiers' knowledge of the events leading to World War 2
 - 2. Influenced opinions and interpretations
 - 3. Small effect on general attitudes
 - 4. But no measurable effects on individuals' motivation to serve as soldiers (ultimate objectives) (38% vs 41%)

• XII. Implications

- **A. Research properly conducted, films well produced, but did not achieve all their goals**
 - 1. Contamination of control groups (?)
 - 2. Complexity of motivation
 - a) Most difficult to change
 - 3. Individual differences (e.g. belief systems) (?)
 - 4. Possibility of 'sleeper' effects (?)

• **B. Changing people's behaviour is hard**

• XIII. Message-Learning Approach (MLA)

- **A. Hovland returns to Yale and builds upon his wartime research**
- **B. MLA to attitude change**
 - 1. Explain dependent variables in persuasion/attitude change
 - 2. Independent variables based on Claude Shannon-type linear model of communications (SMCR)

- a) Source
 - (1) Number of sources
 - i) Unanimity
 - (2) Intent to persuade
 - (3) Attractiveness
 - (4) Similarity to receiver
 - (5) Power
 - (6) Credibility
 - i) Positive influence but fades over time (sleeper effect)
- b) Message
 - (1) Comprehensibility
 - (2) One-sided/two-sided messages
 - (3) Number of arguments
 - (4) Rewards within
 - (5) Arousal and reduction of fear
 - (6) Organisation
 - i) Order of presentation
 - ii) Repetition
 - (7) Style of presentation
- c) Channel
 - (1) Modality (which channel)
 - i) Face-to-face versus mass media
 - (2) Other attributes of the channel
 - i) Auditory vs visual vs audio-visual
 - ii) Textual vs pictorial
 - iii) Interactivity (nowadays)
 - (3) Context
 - i) solitary vs group experience
- d) Receiver
 - (1) Demographics
 - i) Gender differences
 - ii) Age
 - iii) Ethnicity
 - (2) Psychographics (individual differences)

- i) Intelligence
 - (a) Higher intelligence receive two-sided message better; lower intelligence receive one-sided message better
- ii) Self-esteem
 - (a) Lower self-esteem more likely to have attitude change
- iii) Personality
- **C. Developed model of attitude change (?)**
 - 1. Attention -> Comprehension -> Yielding -> Retention
 - 2. Process must be completed for change

• XIV. William McGuire extend Hovland's MLA model

- **A. McGuire's Matrix Model (?) !!**
 - 1. Extension of MLA
 - 2. Inputs (IV) elaborated upon
 - a) From attention, comprehension, yielding to retention to
 - (1) Exposure
 - (2) Attention
 - (3) Comprehension
 - (4) Liking
 - (5) Skill acquisition
 - (6) Yielding
 - (7) Storage (*retention?*)
 - (8) Retrieval
 - (9) Decision
 - (10) Action
 - (11) Reinforcement
 - (12) Consolidation
- **B. Added Target (?)**
- **C. Inputs can affect all stages/outputs**
 - 1. Differ from Schramm's single-component
 - 2. Crossing IVs and DVs create matrix
- **D. Conditional probabilities limit success (?)**
- **E. Model extensively used, especially in health communication campaigns and research**

• XV. Hovland's Source Credibility Study

- **A. Artificial situation preventing interpersonal communication**
 - 1. Respondents not allowed to communicate with one another after receiving the messages

- 2. Aided internal validity
 - a) Controlled the effect of extraneous variables
- 3. But hurt external validity
 - a) Limited the generalisability of the results to actual situations where individuals are persuaded by credible sources
- **B. Did not prevent strong basis for generalisability to other individuals in other circumstances**
 - 1. But a major intellectual contribution to communication study
- **C. Short-term vs long-term effects**
 - 1. Forgetting factual material
 - 2. Both decreases and increases in opinion change
 - 3. The so-called sleeper effect (?)
- **XVI. Sleeper effect**
 - **A. Effect of source credibility fade is maximum at the time of communication but fades with passage of time**
 - 1. Greater immediate attitude change result from higher-credibility sources
 - 2. But differences between attitude change from higher- and lower-credibility sources disappear over time
 - **B. People tend to forget untrustworthiness of low-credibility source over time**
 - 1. Remembering the message but not the dubious source
- **XVII. Fear appeals**
 - **A. Grew out of work of Irving Janis, Hovland's colleague in Pentagon and later at Yale**
 - **B. Moderate level of fear appeal was more persuasive**
 - 1. Use of strong fear appeal against milder one is likely to leave audience in emotional tension
 - a) Not fully relieved by rehearsing the reassuring recommendations contained
 - (1) Audience motivated to ignore or minimise the importance of the threat
 - **C. Milder fear appeals can grab audience attention, and need not be counterproductive in bringing attitude change**
- **XVIII. Sources of Hovland's influence**
 - **A. Freudian psychoanalytic theory**
 - 1. From Clark Hull
 - **B. Behaviourist approach to behavioural change**
 - 1. Also from Hull
 - **C. Lewin's field theory and group psychology studies**
 - 1. Despite his mentor's dislike of Lewin's theory
- **XIX. Persuasion Research findings**

- **A. High credibility sources**
 - 1. lead to more attitude change immediately following the communication act, but sleeper effect occurs when the source is forgotten over time
- **B. Mild fear appeals**
 - 1. lead to more attitude change than strong fear appeals, which may interfere with intended persuasion attempt
- **C. One-sided messages**
 - 1. lead to more attitude change with audience of lower education and intelligence
 - 2. but more educated/intelligent audience expect two sides to a persuasive argument
- **D. Stating conclusion in message**
 - 1. leads to more attitude change; clarity adds to persuasiveness
- **E. Socially inadequate/low self-esteem individuals**
 - 1. experience more attitude change; people with strong self-concepts are more resistant
- **F. Active participants**
 - 1. have more attitude change than do more passive participants
 - 2. similar to Lewin's sweetbread study: individuals more involved in the communication process are more likely to change their attitudes and behaviours
- **G. Individuals having a strong group identity**
 - 1. have less attitude change to issue contrary to group standards
 - 2. similar to Lewin's group cohesion finding: encourages individual members to conform to group's norm
- **XX. Limitations**
 - **A. Oversimplification of the communication process**
 - 1. Using linear one-way communication acts as opposed to interactive, back-and-forth nature of communication
 - **B. Single component approach to studying**
 - 1. e.g. the MLA, dependent variables within a single component of independent variable (i.e. SMCR)
 - 2. Rules out the study of interaction effects among the components to act together to influence attitude change