

Persuasion, Social Influence

Jakob D. Jensen and Nicholas Carcioppolo
Purdue University

Introduction

Textbooks

Anthologies

Journals

Definitions

Persuasion

Attitude

Belief

Compliance Gaining

Social Influence

Behavioral Intention

Social Norms

Theories

Theory of Reasoned Action/Theory of Planned Behavior

Dual-Process Models

Consistency Theories

Extended Parallel Process Model

Input/Output Matrix

Inoculation Theory

Transtheoretical Model of Change

INTRODUCTION

Researchers have long been interested in identifying factors that might explain the success or failure of persuasive attempts. Academic study of persuasion dates back to at least ancient Greece, as Aristotle (among others) wrote about the persuasive power

of various message features. This early research evolved into a field of inquiry known as rhetorical studies or rhetoric, which focuses on “observing in any given case the available means of persuasion” (see the entry on *Rhetoric* for more details). Social scientific study of persuasion, the focus of the present bibliography, developed more recently (early 1900s). This line of inquiry was initiated by experimentalists interested in message effects; a program that received additional financial support from the U.S. military during World War I and World War II. Driven by researchers from a variety of fields, the social scientific study of persuasion is now a foundational component of advertising, marketing, psychology, communication, and public health (just to name a few). Despite the context of study, contemporary research in this domain focuses on both theory-building as well as application of that theory.

TEXTBOOKS

Textbooks support the teaching of a particular topic or area of study. Persuasion typically manifests as one of two courses: (1) a basic skills course (e.g., persuasive public speaking) or (2) a basic theory course (e.g., theories of persuasion). The former typically utilize textbooks developed for basic public speaking courses like Lucas 2003 whereas the latter require one or more texts reviewing persuasion theory and research such as O’Keefe 2002. The current bibliography focuses primarily on persuasion theory textbooks as they are somewhat more challenging to traverse. Most persuasion theory textbooks, including Perloff 2010, begin with a discussion of the structures and functions of attitudes and how they correspond with persuasion. Beyond this initial section, some textbooks, such as O’Keefe 2002, include sections approaching persuasion from a communication perspective, dedicating more time to message features than other texts, while others consider persuasion from a psychological perspective, focusing on cognition and attitude change like Petty and Cacioppo 1996. The Gass and Seiter 2011, and Stiff and Mongeau 2003 texts are largely intended for undergraduate audiences; however others are more specialized still, as Wilson 2002 studies compliance-gaining interactions, and Cialdini 2008 focuses on examples of persuasion in applied settings.

Cialdini, Robert B. 2008. *Influence: Science and Practice* (5th ed.). Boston, MA: Allyn and Bacon.

This textbook is a good fit for undergraduate persuasion classes. It details the processes by which people can be persuaded in real-world settings and the examples will prove helpful to those new to this area. The book includes an introduction to the study of social influence, based largely on Cialdini's observational studies of compliance professionals.

Gass, Robert H., and John S. Seiter. 2011. *Persuasion: Social Influence and Compliance Gaining* (4th ed.). Boston, MA: Allyn and Bacon.

Geared toward undergraduate students, this text represents an introduction to a wide array of persuasion topics, from the applied to the theoretical. Chapters include attitudes, commonly used theories, credibility, nonverbal persuasion, message production, compliance gaining, deception, and ethics.

Lucas, Stephen E. 2003. *The art of public speaking* (9th ed.). New York, NY: McGraw-Hill.

A common text utilized in undergraduate public speaking courses. The text is supported by online course material (located on McGraw-Hill's website), including audio/text of the 100 greatest speeches, chapter summaries, and speech evaluation forms. Chapter 15 focuses exclusively on speaking to persuade.

O'Keefe, Daniel J. 2002. *Persuasion: Theory and Research* (2nd ed.). London: Sage Publications.

This book begins with an overview of the importance of attitudes in persuasion, including definitions, measurement techniques, and the attitude-behavior relationship. Later chapters address theories that are commonly used in persuasion research, as well as source, message, receiver, and contextual

factors that can influence persuasion. One part textbook, one part handbook, this is a resource that can be used in teaching and research.

Perloff, Richard M. 2010. *The Dynamics of Persuasion: Communication and Attitudes in the 21st Century* (4th ed.). New York: Routledge.

This textbook is divided into three broad sections. The first is focused on the role of attitudes in persuasion, the second is on changing attitudes and behavior through the use of persuasion theory, and the third section features examples of various persuasive communication campaigns. Looking at persuasion from several vantage points, including media and interpersonal influence, the examples in the final section are sampled from a variety of topics relevant to communication researchers.

Petty, Richard E., and John T. Cacioppo. 1996. *Attitudes and Persuasion: Classic and Contemporary Approaches*. Boulder, CO: Westview Press.

This book provides a survey of theoretical approaches to attitude change. Included in the text are sections covering the evolution of attitude change theory from early theories, such as the message learning model, through contemporary attitude change theories, such as the *theory of reasoned action* as well as *dual process models*.

Stiff, James B., and Paul A. Mongeau. 2003. *Persuasive communication* (2nd ed.). New York, NY: Guilford Press.

This is a good text for an advanced undergraduate course on persuasion theory and/or persuasion campaigns. The book contains four units, covering input/output features (*Input/Output Matrix*), common persuasion theories, and sample persuasion campaigns.

Wilson, Steven R. 2002. *Seeking and resisting compliance: Why people say what they do when trying to influence others*. Thousand Oaks, CA: Sage.

This book examines the literature on seeking and resisting compliance from a message production perspective. It addresses what people say in compliance gaining situations, why they say it, and how exchanges in compliance-gaining situations unfold. There are four main sections to this book: approaches to describing influence interactions, metaphors in persuasive messages, a survey of theoretical perspectives, and case study exemplars.

ANTHOLOGIES

Persuasion research is often published as journal-length articles (rather than books); thus, anthologies serve as a good forum for synthesizing existing research as well as publishing additional article-length endeavors. Dillard and Pfau 2002 provides a nice overview of major research areas in persuasion while Brock and Green 2005 focuses on current research trends. Allen and Preiss 1998 provides an anthology of useful meta-analyses of persuasion research while Knowles and Linn 2004 focuses on resistance to persuasion (i.e., counter persuasion) and Petty and Krosnick 1995 covers attitude strength.

Allen, Michael, and Raymond W. Preiss (Eds). 1998. *Persuasion: Advances through meta-analysis*. Cresskill, NJ: Hampton Press.

Meta-analysis is increasingly employed to synthesize persuasion research, as evidenced by an anthology devoted specifically to this line of work. The anthology includes meta-analyses on a number of persuasion topics.

Brock, Timothy C., and Melanie C. Green (Eds.). 2005. *Persuasion: Psychological Insights and Perspectives* (2nd ed.). Thousand Oaks, CA: Sage Publications.

This anthology is recommended for audiences new to persuasion research, including advanced undergraduate students and beginning graduate students. Rather than surveying the field of persuasion, Brock and Green select research that highlights current scholarship and important trends in the field. Each chapter

represents a coalescence of classic findings, recent findings, and new unique perspectives on the psychological aspects of persuasion research.

Dillard, James P., and Michael Pfau (Eds.). 2002. *The persuasion handbook: Developments in theory and practice*. Thousand Oaks, CA: Sage.

This is a commonly assigned anthology for advanced undergraduate and/or graduate courses. The text has seven basic sections: basic issues, theories of persuasion, affect and persuasion, message features, contexts, persuasion campaigns, and media. Two understudied aspects of persuasion, affect and persuasion and message features, receive good coverage with four or five chapter each.

Knowles, Eric S., and Jay A. Linn (Eds.). 2004. *Resistance and Persuasion*. Mahwah, NJ: Lawrence Erlbaum Associates.

This is a unique anthology that focuses on counter persuasion. Chapters could be used separately in undergraduate persuasion classes and the text itself is a nice pairing with others (focused on persuasion) for a graduate seminar. The text consists of two units, one covering resistance and the other techniques for breaking through resistance.

Petty, Richard E., and Jon A. Krosnick (Eds.). 1995. *Attitude Strength: Antecedents and Consequences*. Mahwah, NJ: Lawrence Erlbaum Associates, 1995.

This anthology brings together leaders in the field to discuss one key aspect of persuasion research: attitudinal strength. The basic argument is that the attitudes vary in strength and this has implications for attitude change as well as basic cognition. A text that could serve as the basis for a stand-alone graduate seminar on attitude strength or as a supplement to a more general advanced undergraduate/graduate seminar.

JOURNALS

The field of persuasion does not reside within the boundaries of one particular discipline; as such persuasion research appears in a number of refereed journals that span various academic arenas. Persuasion research is often conducted within a particular context (e.g., health campaign research) which means that many excellent studies are published by context-specific journals (e.g., *Journal of Health Communication*). Below is a list of journals that routinely publish persuasion research (regardless of context) and that have helped to push the research area forward. These journals are housed in communication (e.g., *Journal of Communication*, *Communication Monographs*, *Human Communication Research*, and *Communication Research*), psychology (e.g., *Journal of Personality and Social Psychology*, and *Personality and Social Psychology Bulletin*), and consumer research (e.g., *Journal of Consumer Research*).

***Communication Monographs**[<http://www.tandf.co.uk/journals/rcmm>]*

A flagship journal of the field of communication and one of the premier outlets of the National Communication Association (NCA), this journal publishes slightly longer articles (e.g., 30-40 page submissions); therefore, it is an ideal outlet for persuasion research with complex designs or articles reporting the results of multiple studies. This journal also strives to be a forum for top-tier communication research across multiple disciplines.

***Communication Research**[<http://crx.sagepub.com/>]*

Though not affiliated with any association, this journal is a good outlet for persuasion research situated in an interpersonal or mass communication context. Two editors currently manage the journal, one handling interpersonal and the other handling mass communication submissions.

***Human Communication Research**[<http://www.wiley.com/bw/journal.asp?ref=0360-3989>]*

Another premier ICA journal, this journal is a good outlet for persuasion studies as it has a long history of publishing interpersonal and human interaction research. That said, any research dealing with human communication behavior is a fit for this forum, including persuasion in political, health, and mass media contexts.

***Journal of Communication**[<http://www.wiley.com/bw/journal.asp?ref=0021-9916>]*

A flagship journal of the field of communication and one of the premier outlets of the International Communication Association (ICA), this journal is a forum for top-tier communication research across areas of study and regardless of methodological orientation. The journal aims to publish articles that engage a broader communication audience, so it is well-suited for persuasion work situated to a larger community. Currently has the highest impact factor among all communication journals.

***Journal of Consumer Research**[<http://jcr.wisc.edu/>]*

Sponsored by numerous associations, this journal is an outlet for research across the persuasion trajectory. Though connected with a particular context (i.e., consumer activity), the journal strives to be a platform that supports basic persuasion/social influence research. The journal publishes research applicable many fields, including psychology, marketing, communication, sociology, economics, and anthropology.

***Journal of Personality and Social**

Psychology[<http://www.apa.org/pubs/journals/psp/index.aspx>]*

A premier journal of the American Psychological Association (APA), this journal publishes research on attitudes, interpersonal relations, and personality processes. Articles are submitted to one of three sections, each with its own editor. The sections are attitude and social cognition, interpersonal relations and group processes, and personality processes and individual differences. Authors have the option to request masked or unmasked review for the interpersonal relations and group processes section.

***Personality and Social Psychology Bulletin**[<http://psp.sagepub.com/>]*

The official journal of the Society for Personality and Social Psychology, this journal is a good forum for research focused on underlying cognitive foundations of persuasion (e.g., attitudes) or basic processes of human interaction. A broad readership means that research studies from different contexts (e.g., health, consumer, political) are welcome. Authors have the option to request masked or unmasked review.

***Social Influence**[<http://www.tandf.co.uk/journals/titles/15534510.asp>]*

Launched in 2006, this journal provides a forum for research on persuasion and social influence. Research articles are short (5000 word limit) and geared toward a multidisciplinary audience. Most studies are experimental, survey, or meta-analytic.

DEFINITIONS

The literature on persuasion contains several foundational terms. It is useful, for example, to draw distinctions between **persuasion**, **social influence**, and **compliance-gaining**. While there is some debate about the conceptual definitions of these terms, most scholars agree that social influence acts as an umbrella terms for persuasion and compliance-gaining, and compliance-gaining is a special category of persuasion. Also defined are constructs that are regarded as essential components of forming, maintaining, and changing **attitudes**, intentions, and behaviors (e.g., **social norms**, **cognitions**, **beliefs**, and **behavioral intentions**). The definitions presented here should be regarded as a starting point, as boundaries of some of the terms are unclear and contentious (e.g., **Persuasion**), and in some cases, entire books have been written about the terms that are briefly defined here (e.g., **Attitudes**).

Behavioral Intention

Behavioral intention often acts as a proxy for measuring behavior. Several theories of persuasion posit that, in order to influence behavior, persuaders must first convince an individual to *intend* to enact a behavior. Azjen 1991 details the construct of behavioral

intentions. Gollwitzer 1999 further distinguished implementation intentions as a distinct form of behavioral intentions

Ajzen, Icek. 1991. The theory of planned behavior. *Organizational behavior and human decision processes* 50: 179–211.

The theory of planned behavior contends that behavioral intentions are a function of three factors: one's attitude toward the behavior, one's subjective norm toward the behavior, and the extent to which one has the behavioral control to perform that behavior

Gollwitzer, Peter M. 1999. Implementation intentions: Strong effects of simple plans. *American Psychologist* 54: 493-503.

When people set goals, they often construct simple plans to mitigate possible obstacles. The plans are referred to as implementation intentions and they are argued to be central to behavioral response and goal achievement.

Belief

Beliefs are an essential component to attitudes and attitude formation. O'Keefe 2002 offers a nice overview of beliefs and their relation to attitudes and behaviors

O'Keefe, Daniel J. 2002. *Persuasion: Theory and Research* (2nd ed.), 5. London: Sage Publications.

Beliefs represent one's evaluations of the probability of an object having a specific attribute. For instance, one may believe that a specific television show portrays stereotypical gender roles. From that belief, one forms an attitude about that show.

Compliance Gaining

Compliance gaining is considered a subcategory of persuasion (see Wheelless Barraclough and Stewart 1983) and differs from persuasion in two respects outlined in Wilson 2002.

Wilson, Steven R. 2002. *Seeking and resisting compliance: Why people say what they do when trying to influence others*. Thousand Oaks, CA: Sage.

The term *persuasion* is traditionally used to connote public or mass media attempts at influence, whereas *compliance gaining* generally refers to interpersonal influence. Second, persuasion literature tends to focus on message effects, whereas compliance literature focuses on the messages choices people make in constructing compliance gaining messages.

Wheelless, L. R., Robert Barraclough, and R. Stewart. 1983. Compliance-gaining and power in persuasion. Edited by Robert Bostrom, 105-145. In *Communication Yearbook* 7. Beverly Hills: Sage.

In this definition, compliance-gaining refers to interactions in which a message source attempts to motivate a message receiver to enact a behavior that the receiver would not perform unprompted.

Persuasion

One simple way to conceptualize persuasion is as discourse that is meant to change the attitudes or behaviors of autonomous others. However, there is some argument in the field concerning how to best define the term. This entry encompasses a variety of persuasive definitions, ranging from Aristotle 2007 through more recent works, such as Gass and Seiter 2011. Also addressed in this entry are definitions from various fields, including the Burnell and Reeve 1984 definition, the Perloff 2008 definition, and the O'Keefe 2002 definition. Most scholars agree that persuasion shares six common features: (1) the attempt to influence must be successful; (2) contain a persuasive goal and (3) an intent to achieve that goal; (4) the person persuaded must be acting of their

own free will; (5) persuasive outcomes are achieved through communication; and (6) a change in the cognitions of the persuadee.

Aristotle. 2007. *On Rhetoric: A Theory of Civic Discourse*. Trans. George A. Kennedy. 2nd ed. New York: Oxford University.

In his historic text, *The Rhetoric*, Aristotle specifies three components of persuasion: logos, or argument quality, pathos, creating a specific emotional disposition within the audience, and ethos, enhancing the speaker's credibility in the eyes of the audience.

Burnell, Peter, and Andrew Reeve. 1984. Persuasion as a political concept. *British Journal of Political Science*, 14: 393-410.

In this paper, the authors delineate between persuasion and manipulation, presenting a relatively narrow view of the scope of persuasive communication. They contend that in order to be considered as persuasion, the persuader must be acting in good conscience.

Gass, Robert H., and John S. Seiter. 2011. *Persuasion: Social Influence and Compliance Gaining* (4th ed.). Boston, MA: Allyn and Bacon.

In their definition, the authors propose a 5-dimensional model of persuasion, detailing "pure" and "borderline" instances of persuasion along interpersonal/interpersonal, intentional/unintentional, effective/ineffective, coercive/noncoercive, and symbolic/nonsymbolic dimensions.

O'Keefe, Daniel J. 2002. *Persuasion: Theory and Research* (2nd ed.), 5. London: Sage Publications.

O'Keefe 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."

Perloff, Richard M. 2008. *The Dynamics of Persuasion: Communication and Attitudes in the 21st Century* (3rd ed.), 17. New York: Routledge.

Perloff defines persuasion as “a symbolic process in which communicators try to convince other people to change their attitudes or behaviors regarding an issue through the transmission of a message in an atmosphere of free choices.”

Social Influence

As described in Perloff 2008, persuasion and compliance gaining fall under the umbrella term of social influence. What distinguishes social influence from these other terms is that the message source does not have to intend to enact change in the message receiver for social influence to occur.

Perloff, Richard M. 2008. *The Dynamics of Persuasion: Communication and Attitudes in the 21st Century* (3rd ed.), 17. New York: Routledge.

This term encompasses all types of influence where the behavior or person influences the cognitions or behaviors of another

Social Norms

The term social norm has many different connotations. Perhaps the most frequently referenced social norms are descriptive and injunctive, as detailed by Cialdini, Reno, and Kallgren, 1990.

Cialdini, Robert B., Raymond R. Reno, and Carl A. Kallgren. 1990. A focus theory of normative conduct: Recycling the concept of norms to reduce littering in public places. *Journal of Personality and Social Psychology* 58: 1015-1026.

Descriptive norms refer to what an individual perceives as typical occurrences. Whereas injunctive norms (referred to as subjective norms in TRA/TPB) refer to what an individual perceives should occur, or what constitutes acceptable conduct in a given situation

The Study of Attitudes

A significant portion of research on persuasion and social influence has focused on the study of attitudes. The concept of attitudes is rather difficult to define succinctly, as lengthy texts have been written on the subject. However, O’Keefe 2002 and Perloff 2008 offer helpful definitions to introduce readers to the concept of attitudes. In addition to definitions, the following citations offer an introduction to the structure of attitudes, including attitude accessibility (see Arpan Rhodes, Roskos-Ewoldsen 2007; Fazio, 1989; Fazio & Roskos-Ewoldsen, 2005), Conner and Sparks 2002 treatment of ambivalence, and Greenwald and colleagues’ 2002 piece on implicit attitudes. Others, such as Rosenberg 1960, propose that the structure of attitudes includes cognitive, affective, and behavioral components. Still others, including Katz 1960, take a functional approach to attitudes.

Arpan, Laura M., Nancy Rhodes, and David R. Roskos-Ewoldsen. 2007. Accessibility, persuasion, and behavior. Edited by David R. Roskos-Ewoldsen & Jennifer Monahan, 351-376. In *Communication and Social Cognition: Theories and Methods*. Mahwah, NJ: Lawrence Erlbaum Associates.

A review chapter published in a recent anthology focused on the intersection of social cognition and communication research. The chapter is an excellent primer for those unfamiliar with attitude accessibility as well as its importance to the study of persuasion.

Conner, Mark, and Paul Sparks. 2002. Ambivalence and attitudes. *European Review of Social Psychology* 12: 37-70.

This article explores the relationship between ambivalence and attitudes. Three different dimensions of ambivalence are presented and reviewed. The authors then discuss how ambivalence can be an important construct that influences attitude strength, stability, and pliability.

Fazio, Russ H. 1989. On the power and functionality of attitudes: The role of attitude

accessibility. Edited by Anthony R. Pratkanis, Steven J. Breckler, and Anthony G. Greenwald, 153-179, In *Attitude structure and function*. Hillsdale, N.J.: Erlbaum. This book chapter discusses the power of accessible attitudes. Notably, Fazio proposes that not all attitudes are equal; that easily accessible attitudes are more powerful in terms of the influence they have on individuals' perceptions and behaviors.

Fazio, Russ H., David R. Roskos-Ewoldsen. 2005. Acting as we feel: When and how attitudes guide behavior. Edited by Timothy C. Brock and Melanie C. Green, 41-62. In *The Psychology of Persuasion*. New York: Allyn & Bacon.

This chapter is a good introduction for undergraduate students concerning the relationship between attitudes and behavior. It provides a historical account of the research on attitudes and persuasion, as well as detailing conventional models of attitude change and attitude accessibility.

Greenwald, Anthony G., Mazaharin R. Banaji,, Laurie A. Rudman,, Shelly D. Farnham, Brian A. Nosek, and Deborah S. Mellott. 2002. A unified theory of implicit attitudes, stereotypes, self-esteem, and self-concept. *Psychological Review* 109: 3-25.

This article presents a unified theory of the major cognitive and affective constructs in social psychology. The principles at the center of this theory are based on *consistency theories*, Heider's balance theory in particular.

Katz, Daniel. 1960. The functional approach to the study of attitudes. *Public Opinion Quarterly* 24: 163-204.

Katz proposes that the reasons that people hold certain attitudes are contingent upon the functions that those attitudes serve. Four functions of attitudes are discussed in this piece: adjustive, ego-defensive, value-expressive, and knowledge functions.

O'Keefe, Daniel J. 2002. *Persuasion: Theory and Research* (2nd ed.), 5. London: Sage Publications.

In this book, O'Keefe succinctly defines an attitude as "a person's general evaluation of an object."

Perloff, Richard M. 2008. *The Dynamics of Persuasion: Communication and Attitudes in the 21st Century* (3rd ed.), 17. New York: Routledge.

Perloff broadly defines attitudes as "a learned, global evaluation of an object (person, place, or issue) that influences thought or action"

Rosenberg, Milton J. 1960. A structural theory of attitude dynamics. *Public Opinion Quarterly* 24: 319-341.

This is a foundational article in the study of attitudes. In this study, Rosenberg proposes that attitudes have cognitive, affective, and behavioral components; each of which can exert influence on the others.

THEORIES

There are a host of theories utilized by persuasion scholars. Fishbein and Azjen 1975 details *the theory of reasoned action*, which states that attitudes and subjective norms toward a specific behavior will predict whether one will intend to engage in that behavior. Azjen 1991 later proposed *the theory of planned behavior*, arguing that in addition to attitudes and norms, intentions were also determined by perceived behavioral control. *Consistency theories* are a group of theories that dominated psychology in the 1960's, describing how individuals attempt to maintain consistent attitudes, cognitions, and behaviors. Witte 1992 proposed *the extended parallel process model* to describe how fear appeals can induce changes in attitudes, intentions, and behaviors. *The transtheoretical model* takes a somewhat different approach to attitude change, proposing that individuals go through a series of changes in preparation for changing attitudes and behavior. *Inoculation theory* describes the process of preparing individuals to resist social influence. *Dual process models*, such

as the ELM and HSM, are often used by communication scholars as meta-theories to describe why and how messages yield persuasive effects. Finally, one of the most important theoretical aspects of communication research is neither a theory nor a model, but a framework of source, message, context, and receiver cues known as the *Input/Output Matrix* that is essential to developing effective messages.

Consistency Theories

The central premise behind consistency theories is that people strive to maintain consistency in their beliefs, attitudes, and cognitions. Consistency theories were very popular in the field of social psychology throughout the 1960's. There are at least four theories that fall into the category of consistency theories: Balance theory, developed in Heider 1958, congruity theory, as described in Osgood and Tannenbaum 1968, the model of affective cognitive consistency, outlined in Rosenberg 1956, and cognitive dissonance, developed in Festinger 1957. Each of these theories contains the same three basic assumptions. First, that people prefer to maintain consistent beliefs, attitudes, cognitions, and behaviors. Second, that an inconsistency among these constructs causes psychological tension; dissonance is a term used to describe inconsistent relationships (i.e., two beliefs are in a dissonant relationship) and an aversive motivational state (i.e., a person with dissonant beliefs is in a state of dissonance). Finally, these models all assume that individuals will be motivated to maintain or restore consistency.

Festinger, Leon. 1957. *A Theory of Cognitive Dissonance*. Stanford, CA: Stanford University Press.

Perhaps the most well-known of all the consistency theories, cognitive dissonance theory proposes that people are motivated to maintain consonance (i.e., harmony) and avoid dissonance between beliefs, attitudes, and behaviors. This drive explains a good deal of human behavior and Festinger even suggests that it can lead (occasionally) to irrational behavior.

Heider, Fritz. 1958. *The Psychology of Interpersonal Relation*. New York: John Wiley and Sons.

A simple theoretical framework that is useful for teaching undergraduate students about persuasion theory Balance theory proposes that people prefer to maintain balanced (i.e., consonant) states within interpersonal relationships, to avoid the pressure or tension resulting from an imbalance (i.e., dissonance).

Osgood, Charles, and Percy Tannenbaum. 1955. The principle of congruity in the prediction of attitude change. *Psychology Review* 62: 42-55.

Congruity theory represents a specialized case of balance theory wherein attitudes can change in situations involving persuasive communications. As in balance theory, there are three entities, which the authors use to describe how attitudes can change in response to persuasive messages.

Rosenberg, Milton, J. 1968. Hedonism, inauthenticity, and other goads toward expansion of a consistency theory. In *Theories of cognitive consistency: A sourcebook*. Edited by R. P. Abelson, E. Aronson, W. J. McGuire, T. M. Newcomb, M. J. Rosenberg, and E H. Tannenbaum, 73- 111. Chicago: Rand McNally.

In this model, consistency is conceptualized as symmetry between affective and cognitive components of attitudes of specific objects. Higher attitude consistency has been found to be related to greater attitude consistency and increased resistance to persuasion.

Dual-Process Models

Chaiken, Liberman, and Eagly 1989 and Todorov, Chaiken, and Henderson 2002 illustrate the heuristic systematic model (HSM). Petty and Cacioppo 1986, Petty, Rucker, Bizer, and Caccioppo 2004, and Petty and Wegener 1999 are each detailed descriptions of the elaboration likelihood model (ELM). Both of these dual process models specify that attitude change can occur through two different routes: the

heuristic/peripheral route, in which the individual tends to peripheral cues (e.g. source credibility, attractiveness, trustworthiness) to guide attitudes; and the systematic/central route, where the individual relies on argument quality to guide attitudes Slater 2002 proposes an expansion of the ELM to account for different persuasive contexts. Kruglanski and Thompson 1999 present a criticism and alternative to dual process models.

Chaiken, Shelley, Akiva Liberman, and Alice H. Eagly. 1989. Heuristic and systematic information processing within and beyond the persuasion context. In *Unintended thought*. Edited by James S. Uleman and John A. Bargh, 212-252. New York: Guilford.

This book chapter describes the workings of the HSM, and how it functions within the context of attitude change and persuasion. The authors further argue that the HSM can be useful as a framework to study a variety of social judgment and social influence situations.

Kruglanski, Arie W., and Erik P. Thompson. 1999. Persuasion by a single route: A view from the unimodel. *Psychological Inquiry* 10: 83-109.

An opponent to the concept of a dual process model of persuasion, Kruglanski and Thompson present a model that proposes that there exists only one route to persuasion. The authors argue that there is no qualitative difference between the heuristic/peripheral and systematic/central processing routes.

Petty, Richard E, and John T. Cacioppo. 1986. The elaboration likelihood model of persuasion. *Advances in Experimental Social Psychology* 19 : 123–205.

This is a foundational article for the elaboration likelihood model. The article details the seven postulates of the ELM, a framework for attitude categorizing and understanding attitude change.

Petty, Richard E., Derek D. Rucker, George Y. Bizer, and John T. Cacioppo. 2004. The elaboration likelihood model of persuasion. In *Perspectives on persuasion, social influence, and compliance gaining*. Edited by John S. Seiter and Robert H. Gass, 65-89. Boston: Allyn and Bacon.

This article presents the postulates of the ELM and cites supporting evidence for each. Importantly, it addresses some of the arguments and criticisms that others have levied against the ELM and suggests areas of future research.

Petty, Richard E., and Duane T. Wegener. 1999. The elaboration likelihood model: Current status and controversies. In *Dual-process theories in social psychology*. Edited by S. Chaiken and Y. Trope, 41–72. New York: Guilford Press.

An updated description of the ELM, this book chapter describes the current state of research on the ELM, 20 years after the initial creation of the model. It is a detailed description of the postulates of the ELM that addresses criticisms and misperceptions of the model.

Slater, Michael. 2002. Involvement as goal-directed strategic processing: Extending the elaboration likelihood model. In *The persuasion handbook: Developments in theory and practice*. Edited by James P. Dillard and Michael Pfau, 175-194. Thousand Oaks, CA: Sage.

In this article, Slater proposes that the ELM be expanded to include domains where the intent of the source is not necessarily to persuade. This article has important implication for communication scholars, particularly those interested in media effects.

Todorov, Alexander, Shelley Chaiken, and Marlone D. Henderson

. 2002 The heuristic-systematic model of social information processing. In *The persuasion handbook: Developments in theory and practice*. Edited by James P. Dillard and Michael Pfau, 195-211. Thousand Oaks, CA: Sage.

Over the years, the HSM has gone through several major progressions. This article presents the assumptions of the HSM and reviews research in support of those assumptions.

Extended Parallel Process Model

This model posits that two perceptual variables, perceived threat and perceived coping, predict how people will respond to fear appeals. Importantly, in the extended parallel process model (EPPM), Witte 1992/1994 builds on earlier fear appeal frameworks (e.g., protection motivation theory) by adding affective variables (as possible outcomes or mediators). Given the frequency of fear appeal research and campaigns, the model is an important framework for persuasion work. Cho and Witte 2005 demonstrated how the EPPM can be used to conduct formative research. Witte 2001 is an important resource for those who wish to use the EPPM in their own research. Witte and Allen 2000 meta-analyze the effects of EPPM, and more broadly, fear appeals research.

Cho, Hyunyi, and Kim Witte. 2005. Managing Fear in Public Health Campaigns: A Theory-Based Formative Evaluation Process. *Health Promotion Practice* 6: 482-490.

This study demonstrates the utility of the EPPM in formative evaluation. The authors present a five-step formative evaluation process to assist in the development of effective messages for HIV/AIDS campaigns.

Witte, Kim. 1992. Putting the fear back into fear appeals: The extended parallel process model. *Communication Monographs* 59: 329-349.

This is the foundational article of the EPPM. Various theoretical perspectives are integrated to create a fear-appeals model capable of accounting unintended message effects, as well as the curvilinear relationship between fear and intentions.

Witte, Kim. 1994. Fear control and danger control: A test of the extended parallel process model. *Communication Monographs* 61 : 113-134.

This article is the first empirical test of the EPPM. It demonstrates the relationship between susceptibility, severity, self-efficacy, response efficacy, fear, and attitude, intentions, and behaviors.

Witte, Kim. 2001. *Effective health risk messages: A step-by-step guide*. Thousand Oaks: Sage Publications.

This book presents a detailed summary of using the EPPM to develop effective messages. Additionally, it provides useful examples and templates for materials.

Witte, Kim, and Michael Allen. 2000. A meta-analysis of fear appeals: Implications for effective public health campaigns. *Health Education and Behavior* 27: 591- 615.

This meta-analysis on fear appeals research is useful, as it synthesizes the body of EPPM research, providing valuable information concerning the constructs of the EPPM as well as implications for future EPPM studies.

Input/Output Matrix

Though not a theory, the input/output matrix in McGuire 1991/2001 attempts to create a typology of all of the variables that can influence persuasive outcomes. Variables, it could be argued, that may be central to the development of existing or new persuasion theory. The input/output matrix details five communication factors that are central to persuasion: source, message, audience, contextual (channel/environment), and target. Some of the variables of interest to communication scholars include: credibility, attractiveness, liking, power (source characteristics); argument structure (e.g. climax vs. no climax structure), metaphor, loss- and gain-framing (see also, research on heuristics, prospect theory), fear appeals, normative appeals, narrative vs. didactic appeals, statistics vs. exemplar appeals (message characteristics); audience segmentation, audience analysis, captive vs. voluntary audiences, sex differences, individual differences (audience characteristics); primacy vs. recency effects, media type,

time/place of persuasive attempt (contextual characteristics); and the desired persistency of the effect, whether it is persuasion or counter persuasion, and the outcome of interest (target characteristics). Eagly and Chaiken 1993 focus on a number of these topics. Kang, Cappella, and Fishbein 2006 detail message characteristics, McCroskey and Young 1981 describe credibility, O'Keefe 2002 deals with contextual factors of persuasive interactions, and Schenck-Hamlin, Wiseman, and Georgacarakos 1982 deal with a host of strategies to expedite the persuasive process.

Eagly, Alice H., and Shelley Chaiken. 1993. *The psychology of attitudes*. San Diego, CA: Harcourt Brace Janovich.

An excellent primer on a number of topics related to persuasion that could serve as the basic text for a graduate course. Of particular interest here is the attention given to characteristics that could be central to attitude/behavior change.

Kang, Yuhui, Joseph Cappella, and Martin Fishbein,. 2006. The attentional mechanism of message sensation value: Interaction between message sensation value and argument quality on message effectiveness. *Communication Monographs* 73: 351-378.

One example of message features research that is gaining popularity in the research community is message sensation value (MSV). This study investigates the role of MSV in both enhancing and hindering message persuasiveness.

McCroskey, James C., and Thomas J. Young. 1981. Ethos and credibility: The construct and its' measurement after three decades. *The Central States Speech Journal* : 24-34.

This is an excellent example of source characteristics that can influence persuasion. McCroskey details source credibility and suggests ways that it can be measured.

McGuire, William J. 2001. Input and output variables currently promising for constructing persuasive communications. In *Public Communication Campaigns*. Edited by Ronald E. Rice and Charles K. Atkin (pp. 22-48). Thousand Oaks, CA: Sage Publications.

In this chapter, McGuire provides a nice overview of the input/output matrix. The chapter also provides excellent examples of each characteristic and suggests several promising areas for future research.

McGuire, William J. 1991. Guiding-idea theories of the person: Their use in developing educational campaigns against drug abuse and other health-threatening behavior. *Health Education Research: Theory and Practice* 6: 173-184.

This article presents sixteen human needs that serve as the basis for a health persuasion campaign message typology. The author argues that the sixteen needs can be further broken down into four classes: cognitive stability needs, cognitive growth needs, affective stability needs, and affective growth needs.

O'Keefe, Daniel J. 2002. *Persuasion: Theory and Research*, 241-264. London: Sage Publications.

One contextual factor that can influence persuasion is medium. In this chapter, O'Keefe discusses various receiver factors that can affect persuasive outcomes, as well as different media types and their affect on persuasive interactions.

Schenck-Hamlin, William J., Richard L. Wiseman and G. N. Georgacarakos. 1982. A model of properties of compliance-gaining strategies. *Communication Quarterly* 30: 92-100.

This article is one of several attempts to categorize compliance-gaining strategies according to their features. How to categorize such techniques is the topic of some debate within persuasion, but the larger issue (that it is useful to categorize messages by their features) is addressed here nicely.

Inoculation Theory

Many theoretical frameworks address persuasion, but few focus on counter persuasion or increasing resistance to persuasive attempts. The initial concept of inoculation theory, developed in Lumsdaine and Janis 1953, was borrowed from the fields of medicine and biology, where the idea of inoculation was an accepted technique for increasing bodily defense against disease. Articulated in McGuire 1961/1964, inoculation theory posits that exposure to weak arguments will increase counter arguing and thus lead to greater resistance to future arguments. More recent works, including Compton and Pfau 2005/2009 discuss how inoculation theory can be strengthened and utilized in contemporary research.

Compton, Josh A., and Michael Pfau. 2005. Inoculation theory of resistance to influence at maturity: Recent progress in theory development and application and suggestions for future research. In *Communication Yearbook*. Edited by Pamela J. Kalbfleisch, 97-146. Mahwah, NJ: Lawrence Erlbaum.

This chapter offers an excellent review of inoculation research. The authors provide a brief history of the theory as well as directions for future research. This is a good starting point for those unfamiliar with the theory or for those wanting to identify promising new lines of research.

Compton, Josh A., and Michael Pfau. 2009. Spreading inoculation: Inoculation, resistance to influence, and word-of-mouth communication. *Communication Theory* 19: 9-28.

Inoculation messages have the potential to spread from person-to-person via word-of-mouth. In this article, the authors articulate a theoretical framework for testing and developing this idea.

Lumsdaine, Arthur A., and Irving L. Janis. 1953. Resistance to 'counterpropaganda' produced by one-sided and two-sided 'propaganda' presentations. *Public Opinion Quarterly* 17: 311-318.

This is a report of research testing whether one-sided or two-sided messages are more effective. It served as the catalyst for the formation of inoculation theory.

McGuire, William J. 1961. "Resistance to persuasion conferred by active and passive prior refutation of the same and alternative counterarguments. *Journal of Abnormal and Social Psychology*, 63: 326-332.

One of the first research reports about inoculation theory. McGuire outlines the theory and links it to biological conceptualizations of immunization.

McGuire, William J. 1964. Inducing resistance to persuasion: Some contemporary approaches. In *Advances in experimental social psychology*. Edited by Leonard Berkowitz, 191-229. New York: Academic Press.

This article is a review of early inoculation research. The author articulates several aspects of the theory and continues to unfold the biological immunization metaphor at the heart of framework.

Psychological Reactance

Brehm 1966 postulated that people desire autonomy, or a need for freedom. This desire compels them to resist many persuasive attempts, as persuasion is associated with loss of autonomy. A key question about psychological reactance concerned underlying triggering mechanisms, a topic explicated by Brehm and Brehm 1981. To address ambiguities within the theory, Dillard and Shen 2005 proposed models describing how reactance functions. These models provided researchers with testable frameworks for subsequent experimental research.

Brehm, Jack W. 1966. *A theory of psychological reactance*. New York, NY: Academic Press.

This is Brehm's foundational text on psychological reactance. In the text, he makes the case that people desire autonomy and, as a result, that they backlash against persuasion.

Brehm, Sharon. S., and Jack W. Brehm. 1981. *Psychological reactance: A theory of freedom and control*. New York, NY: Academic Press.

The authors continue to explicate a theory of psychological reactance. Four elements that are central to the theory are identified, including freedom, threat to freedom, reactance, and restoration of freedom.

Dillard, James, and Lijiang Shen. 2005. On the nature of reactance and its role in persuasive health communication. *Communication Monographs* 72: 144-168.

Dillard and Shen propose four possible models for explaining psychological reactance processes. Of these, the intertwined model has received the most research attention.

Theory of Reasoned Action/ Theory of Planned Behavior

Developed in Fishbein and Azjen 1975, the theory of reasoned action (TRA) details the effects of attitudes and subjective norms on behavioral intentions. The theory of planned behavior (TPB), developed in Azjen 1991, is an extension of the TRA, specifying that perceived behavioral control also predicts behavioral intentions. This entry also contains meta-analyses on the TRA and TPB by Armitage and Conner 2001, and Sheppard, Hartwick, and Warshaw 1988, as well as a comparison of the two models detailed in Madden, Ellen, and Azjen 1992.

Ajzen, Icek. 1991. The theory of planned behavior. *Organizational behavior and human decision processes* 50: 179–211.

This article presents a thorough description of the theory of planned behavior as well as an empirical argument for measuring perceived behavioral control in addition to attitudes and subjective norms to predict intentions and behavior.

Armitage, Christopher, and Mark and Conner. 2001. Efficacy of the theory of planned behaviour: A meta-analytic review. *The British Journal of Social Psychology* 40: 471-499.

This meta-analysis synthesizes the results of 185 studies on TPB. One important finding is that subjective norms measures were weak predictors of intentions, due in part to poor measurement. Suggestions are given for future research explicating the theory.

Fishbein, Martin, and Icek Ajzen. 1975. *Belief, attitude, intention and behavior: An introduction to theory and research*. Reading, MA: Addison-Wesley.

This the foundational piece for the theory of reasoned action. Fishbein and Azjen fully articulate a mathematical model of persuasion that serves as the foundation for TRA.

Madden, Thomas, Pamela Ellen, and Icek Ajzen. 1992. A comparison of the theory of planned behavior and the theory of reasoned action. *Personality and Social Psychology Bulletin* 18: 3-9.

This paper is a comparison of the TRA and TPB across ten different behaviors. Results indicate that assessing perceived behavioral control enhances the predictive power of the model.

Sheppard, Blair, Jon Hartwick, and Paul Warshaw. 1988. The theory of reasoned action - a meta-analysis of past research with recommendations for modifications and future-research. *The Journal of Consumer Research* 15): 325-343.

This meta-analysis of TRA research demonstrates the predictive validity and robustness of the model. Further, potential moderators of the model are proposed for investigation in future research.

Transtheoretical Model of Change

Prochaska and Diclemente 1983 developed the transtheoretical model from literature on psychotherapy. This model (often referred to as the “Stages of Change”) proposes that attitude and behavior change occur through a series of stages. The transtheoretical model states that there are six stages of change: precontemplation, contemplation, preparation, action, maintenance, and relapse. While initially developed to address ongoing or re-occurring health behaviors, the model is frequently used in persuasive contexts with the goal of enacting a one-time behavior (e.g. donate to charity, get a vaccination). DiClemente et al. 1991 and Prochaska et al. 2001 demonstrate the utility of the model when studying behavior change over time. Further, Prochaska et al. 1993 develop messages tailored to individuals in particular stages of change. Prochaska et al. 1994 demonstrate how the model functions across twelve different health behaviors. Finally, Cho 2006 and Slater 1999 provide examples of researchers using the transtheoretical model in applied public health communication campaign contexts.

Cho, Hyunyi. 2006. Fear appeals for individuals in different stages of change: Intended and unintended effects and implications on public health campaigns. *Health Communication* 20: 91-99.

This study demonstrates one thoughtful way in which communication scholars can use the transtheoretical model. The authors study message effects on individuals in different stages of change. Specifically, they study the intended and unintended effects of fear appeal messages among people in various stages of change.

Diclemente, Carlo C., Scott Fairhurst, Mary Velasquez, James O. Prochaska, Wayne Velicer, and Joseph Rossi. 1991. The process of smoking cessation - an analysis of precontemplation, contemplation, and preparation stages of change. *Journal of Consulting and Clinical Psychology* 59 : 295-304.

Much of the transtheoretical model research has been conducted on the topic of smoking cessation. This study demonstrates that the stages of change model

can be a useful framework to contextualize attitude/behavior change in enduring behaviors.

Prochaska, James O., and Carlo C. Diclemente. 1983. Stages and processes of self-change of smoking: Toward an integrative model of change. *Journal of Consulting and Clinical Psychology* 51: 390-395.

One of the first articles articulating the transtheoretical model. Prochaska also wrote several books on the model around this time, but the article nicely captures the early formulations of the framework.

Prochaska, James O., Carlo C. Diclemente, Wayne Velicer, and Joseph Rossi. 1993. Standardized, individualized, interactive, and personalized self-help programs for smoking cessation. *Health psychology* 12: 399-405.

One aspect of the transtheoretical model that is particularly appealing to communication researchers is the possibility of targeting and tailoring messages to individuals who are at different stages of change. This study assesses the efficacy of delivering tailored messages to individuals in different stages of smoking cessation.

Prochaska, James O., Wayne Velicer, Joseph Fava, Joseph Rossi, and Janet Tsoh. 2001. Evaluating a population-based recruitment approach and a stage-based expert system intervention for smoking cessation. *Addictive Behaviors* 26: 583-602.

This study reports the results of a two year, randomized control trial for smoking cessation. The treatment group received a series of three computer reports that were used to deliver targeted intervention messages.

Prochaska, James O., Wayne Velicer, Joseph Rossi, Michael Goldstein, Bess Marcus, William Rakowski, et al. 1994. Stages of change and decisional balance for 12 problem behaviors. *Health psychology* 13: 39-46.

This study is a cross sectional comparison of the stages of change model across twelve different types of health behaviors. Findings revealed that two major categories predict when individuals will move from one stage of change to another: pros and cons; suggesting that the structure for decision-making is simpler than previous research had supposed.

Slater, Michael. 1999. Integrating application of media effects, persuasion, and behavior change theories to communication campaigns: A stages-of-change framework. *Health communication* 11: 335-354.

Slater proposes that the stages of change model can be used to integrate seemingly disparate media effects theories. The transtheoretical model may be helpful for communication researchers to identify appropriate persuasive messages and theoretical frameworks to utilize when developing interventions and campaigns.

Sutton, Stephen. 2001. Back to the drawing board? A review of applications of the transtheoretical model to substance use. *Addiction* 96: 175-186.

Although the stages of change model is popular among researchers and practitioners alike, there exist some criticisms of model. This study highlights some of the more popular criticisms that have been raised and presents suggestions to strengthen the stages of change model.

Methods

Initially, persuasion research was almost exclusively experimental work carried out with college student samples. The experiments tended to examine the persuasive impact of manipulating a single message (i.e., single message designs). Behavior was rarely assessed, as most studies examined behavioral antecedents (e.g., attitudes). Shadish, Cook, and Campbell 2002 outlined basic designs for this type of experimental work, and also provided a variety of more complex alternatives. Jackson 1992 introduced the idea that message effects research would be strengthened by manipulating more than one

message at a time (i.e., multiple message designs). O'Keefe 2003 argued that researchers should treat manipulation checks as cognitive mediators or moderators. On a related note, Preacher, Rucker, and Hayes 2007 developed statistical tools for testing various indirect effects models. In a larger sense, design continues to evolve as researchers have become increasingly interested in diverse samples, behavioral outcomes, and the development of valid measurement tools (see *Dillard and Pfau 2002*).

Shadish, William R., Thomas D. Cook, and Donald T. Campbell. 2002. *Experimental and quasi-experimental designs for generalized causal inference*. Boston, MA: Houghton-Mifflin.

This is an updated version of classic text on experimental design. Authors explain design logic and outline numerous basic and advanced designs. Persuasion studies are often used as examples of experimental design.

Jackson, S. 1992. *Message effects research: Principles of design and analysis*. New York, NY: The Guilford Press.

The author argues that multiple message designs (i.e., manipulating more than one stimulus message) would accelerate knowledge gain in message effects research.

O'Keefe, Daniel J. 2003. Message properties, mediating states, and manipulation checks: Claims, evidence, and data analysis in experimental persuasive message effects research. *Communication Theory* 13: 251-274.

The author argues that researchers should treat manipulation check data (e.g., user perception of message quality) as mediators or moderators during data analysis. On a similar note, it is argued that effects-based definitions (e.g., fear appeals are messages that people rank as high in fear) should be replaced by feature-based definitions (e.g., fear appeals are messages that contain message feature X).

Preacher, Kristopher J., Derek D. Rucker, and Andrew F. Hayes. 2007. Assessing moderated mediation hypotheses: Theory, methods, and prescriptions. *Multivariate Behavioral Research* 42: 185-227.

The authors articulate several indirect effects models and provide statistical tools that facilitate research on indirect effects.