

TOPIC 2 SOCIAL COGNITION

Worksheet 6 Attitudes, Behaviour and Impressions

Let's imagine that a federal election has been called for next month, and that you will have to vote. Decide right now which party you think you will vote for. Don't write down your choice, but list below all of the factors you can identify that have influenced your decision. List as many as you can:

Your answers could include such factors as: what your *parents* say about politics and how they vote, what your *friends* say and think, election *advertising*, *issues* you feel strongly about, what you think of the *leaders* of the parties, newspaper and television *reporting* of the election, televised election *debates*, what happened *last election*, the sort of *society* you want Australia to be, what you think of *politics and politicians* in general, your *local member*, or how you think the different policies might affect things like the *economy* and your chances of getting a *job* after you leave school.

Rewrite the list of ten issues (politics, sport, television, etc), arranging them in order from the one you feel most strongly about as an important issue in your life, down to the one you feel least strongly about, the one you care least about:

This list depends of course on personal feelings. It could, for example, look like this:

- | | |
|----------------|-----|
| 1. Food | +++ |
| 2. Environment | ++ |
| 3. Sport | ++ |
| 4. Music | ++ |
| 5. Television | -- |
| 6. Marriage | -- |
| 7. Sex | ++ |
| 8. Cars | + |
| 9. Economy | - |
| 10. Politics | - |

Taking the example of **FOOD** as an issue, the components of your attitude could look like this:

ISSUE: *FOOD*

COGNITIVE COMPONENT	AFFECTIVE COMPONENT	BEHAVIOURAL COMPONENT
My beliefs	My feelings	My actions
It is important to eat healthy food	Feel good about it when I eat healthy food.	Eat mainly healthy food, and little junk food.
Food is for enjoyment as well as for nutrition	Sense of achievement when I cook a good dinner.	Often invite people round and cook for them.
It is good to grow your own food if possible	Very pleased to be able to cook using things from the garden.	Grow lots of vegetables and herbs to use in cooking.
Cooking is a worthwhile and enjoyable activity	Feel very satisfied to put together a good dish or meal.	Cook most of my own food, and eat little take-away.

This attitude towards food serves these functions:

UTILITARIAN FUNCTION	This attitude directs me to grow fresh food and to cook and eat healthy food.
Does it guide you to 'useful' behaviour?	It also leads to frequent socialising over dinner.
SELF-EXPRESSIVE FUNCTION	My family and friends know I value gardening, cooking and healthy eating.
Does it inform others about who you are?	I am seen as a 'healthy' person.
EGO-DEFENSIVE FUNCTION	The truth is that I am not entirely healthy in all of my habits (I should exercise more!), but I feel good about myself because I do eat well.
Does it help protect your self-esteem?	
KNOWLEDGE FUNCTION	Though I love food and cooking, I think it helps me understand others who might have different priorities in their lives – we are not all the same.
Does it help you to understand your world?	

(Refer Page 25)

Your examples relating to exposure to issues might include things like these:

I am being exposed to it frequently and I have developed a positive attitude towards it.	I like the Bundy ads with the polar bear. I think they are amusing and find I smile as soon as one comes on.
I am being exposed to it frequently, and I liked it at the start but now I am feeling negative towards it because it has been overdone.	The ads for some of the 'reality TV' shows are interesting at first but get really annoying when they show them so often.
I am being exposed to it frequently, but I didn't like it at the start and now I am feeling even more negative about it.	I really dislike very loud and aggressive advertising, and the more they show the ads the more negative I feel towards the company being advertised.

Your ratings might not be exactly the same as those below, but in general the more direct the experience is the more impact it can have on us:

- **1** I nearly ran off the road when I hit the gravel while speeding
- **5** I read the statistics showing that most serious accidents involve speed
- **4** I have seen young drivers speeding on the road at the front of our school
- **2** A friend of mine was killed in an accident with a speeding driver
- **3** I received a fine and demerit points for speeding

Compare your list with that of another person. Are your rankings the same? Can you explain any differences? Can either of you convince the other to change their rankings?

Any differences here are possibly due to how 'direct' we consider these events to be – or perhaps whether any of these things have in fact happened to us. If you were fined for speeding last week, you probably put a **1** next to the last one.

Type of Learning	Explanation	How could this type of learning be involved here?
Classical Conditioning	Learning by association : Associating the object (ie. 'living in this town') with a negative or positive experience	Often in town with friends and cannot find anything to do, so come to associate the town with boredom and frustration.
Operant Conditioning	Learning by reward or punishment : Holding an attitude for which we receive praise or approval (eg, from family or friends)	When you complain about having nothing to do, friends agree. This reinforces this attitude.
Modelling	Learning by imitation : Learning an attitude by observing the behaviour of important people in our lives (parents, friends, etc)	If your parents regularly complain about facilities in the town, you are likely to develop a similar attitude.

An example of an issue here could be **beginning an exercise program at the local gym**. Your answers could look like this:

CRITERIA	
ATTITUDE STRENGTH: Is your attitude towards this idea a strong one?	Yes – I want very much to get fitter, and I feel very determined to do something about it. I feel unfit and think I would look and feel better if I was.
INFORMATION: Are you well informed about the idea?	Yes – I have read books and learned through PE at school about the value of fitness and how it can be developed, and I know exactly what I need to do.
PERSONAL EXPERIENCE: Have you had personal experience with this idea?	Some, but not much – I have been to the gym with friends a couple of times, but it is still a bit of an unknown to me.
ACCESSIBILITY: Is this attitude readily accessible – do you think about it often?	Yes – I talk to my friends and family about it a lot, and the idea seems to be on my mind all of the time now.
SPECIFICITY: Does your attitude relate specifically to the behaviour (plan) in question?	Yes and no – my main focus is to get fitter, so taking up a sport would also do the job. But for the moment joining a gym seems the simplest way to do it.

In summary: How likely do you think you are to follow through with your plan?

The answers above suggest that I am **fairly** likely to follow through on my plan. Three of the five criteria point to that, although two of them (personal experience and specificity) suggest that I am less likely to.

What attitude is this advertising campaign trying to change?

It is trying to change our attitude towards advertising by financial institutions in general, and towards banking with Savings and Loans in particular.

Component	Before persuasion	After persuasion
Beliefs	Ads for financial institutions are	This ad is interesting.
	not interesting.	
Feelings	Feel apathetic towards ads for	Feel interested in what this ad has
	financial institutions.	to say.
Behaviour	Don't bother to watch the ads,	Change to banking with Savings &
	so my banking habits are not	Loans.
	likely to change.	

Does this advertisement use the central or the peripheral route? Explain.

Peripheral route: the focus is on image rather than factual information.

What types of people are most likely to be persuaded by this advertisement?

People who do not see the issue as being very relevant to them, who are image conscious, and who are unlikely to think deeply about the message in the ad.

If a person was persuaded by the advertisement to become a customer of Savings and Loans, yet felt that this was contradictory to a long family history of banking with another institution, they could experience cognitive dissonance. This is one case in which a person's behaviour can bring about a change in their attitude. Explain how this person could resolve the dissonance by changing their attitude.

If the person changed their attitude from 'it is important to remain with the family bank' to 'it is important to bank with the institution where I get the best deal', then they would no longer feel dissonance in changing to Savings and Loans.

If this idea is accurate, what advice would you offer to the people at Savings and Loans about their proposed advertisement? What slogan would you propose?

The people at Savings and Loans might be better advised to concentrate on their existing customers, and give them a good feeling about banking there. A slogan like 'Because you know you're welcome here' might make them feel good.

Select ten words that you think describe what sort of person she is:

While the information is limited, we can see enough of the person to get the impression that she is cheerful, positive, fun, confident, helpful, relaxed, sensible, and so on.

Factors involved in impression formation	How each of these factors operates in this first meeting
Basic communication: Who forms an impression of whom in the first few seconds of the meeting?	They form an impression of you, and you form an impression of them. (Your impression of each of them will be less clear since there are more of them.)
Verbal communication: Is their impression of you likely to be based on what you say, or how you say it, or both?	Both – the semantic and expressive levels of verbal communication both help in forming impressions.
Which people in this group are engaging in impression management during this meeting?	All are – you and they are both conscious of the impression you are giving the others of what sort of person you are.
As you go through the process of self-presentation, what impression of you are you hoping they will form? (Is the answer the same for the supervisor as it is for the other workers?)	Probably want to give the supervisor the impression of being keen, capable, friendly (etc), and give the others the impression that you will be good to work with (friendly, cooperative, etc).
The supervisor asks one of the other workers to show you how to use the coffee machine, and she explains that she is 'not very good at helping others'. What is this process called, and why do people do it?	This is called self-handicapping. People do it so they have a ready-made excuse in case they do make a mistake.
Who is likely to engage in social comparison during this brief meeting? What purpose does it serve?	Everyone will. We do it so we have a standard by which we can judge ourselves, especially if we feel some uncertainty about some aspect of ourselves.
Do you think you would be more likely to engage in upward or downward social comparison in this meeting? Explain.	Either. It could be downward so we could feel better than someone in the group, or it could be upward so we have a standard to aim for.
Could stereotypes be a factor in the impression the other people form of you? Explain.	Yes. Someone could form an impression based on a stereotype they hold about someone of your sex, hair colour, height, race, speech pattern, etc.
If you mess up and make a bad impression – 'incompetent', 'clumsy', 'nervous' – on the first day, is this likely to be forgotten or to stay with you? Explain.	Unfortunately it is likely to stay with you. The first impression that someone makes of you will form the basis for their subsequent impressions and judgements of you.

Worksheet 7 Experiences, Events and Interventions**Christmas charity ad**

Attitude towards ...	Donating to charities
Likely audience? ...	Adults in the household (they probably collect the mail and manage the money)
Issue relevant to them?	Probably not for most adults in an affluent society
Actively thinking about ad?	Probably not – many other things to think about at Christmas time (presents, aunties, holidays, money, etc)
Central or peripheral?	Peripheral
Intended beliefs?	That it is a good thing to support charities
Intended feelings?	Empathetic towards the underprivileged
Intended behaviour?	Donate money to the charity

Watch ad

Attitude towards ...	Owning an elegant watch
Likely audience? ...	Adults - especially wealthy, image conscious
Issue relevant to them?	Yes, if they are image conscious
Actively thinking about ad?	Maybe not before reading it, but possibly yes after seeing it
Central or peripheral?	Peripheral
Intended beliefs?	Owning such a watch would enhance my image
Intended feelings?	Excited about looking as elegant as the ad shows
Intended behaviour?	Buy the watch (and get a date with a famous actress!)

Sunglasses

Attitude towards ...	Wearing trendy sunglasses, that brand in particular
Likely audience? ...	Young, image conscious males
Issue relevant to them?	Yes – very important for the image to be right
Actively thinking about ad?	Yes – both before and after seeing it
Central or peripheral?	Peripheral
Intended beliefs?	A pair of those would be great for my image
Intended feelings?	Excited about looking as cool as the guy in the photo
Intended behaviour?	Buy a pair (and probably work on the hair too)

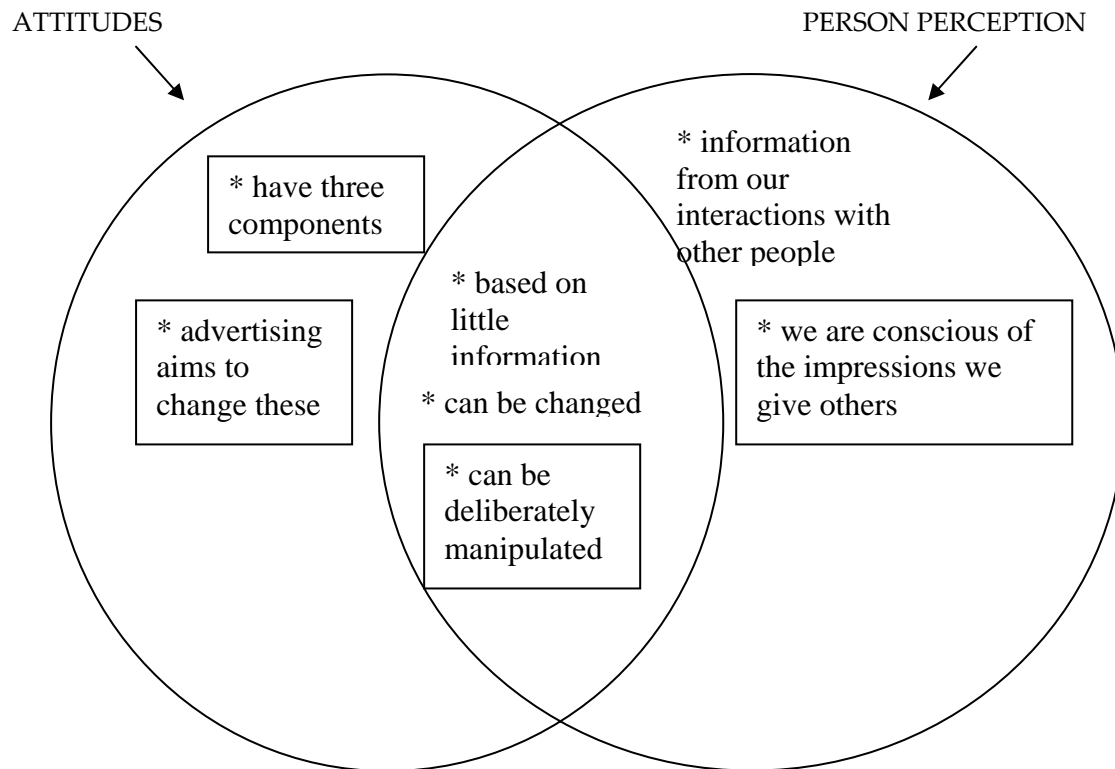
Internet package

Attitude towards ...	Having a phone & net package, with Optus in particular
Likely audience? ...	Diverse, as a wide range use phones and the net
Issue relevant to them?	Yes – both in regular use, as is their cost
Actively thinking about ad?	Yes – frequently discussed and advertised, so often thought about
Central or peripheral?	Both – ad contains image and information
Intended beliefs?	That this package would be convenient and save money
Intended feelings?	Enthusiastic about getting a good/better deal
Intended behaviour?	Sign up to the package

Hugh Grant

Attitude towards ...	Hugh Grant (and the movies he is in)
Likely audience? ...	Diverse, but particularly young to middle age women
Issue relevant to them?	Yes – attractiveness of people is seldom irrelevant
Actively thinking about ad?	Probably not consciously, but part of the secret of such a promotional campaign is to keep the person's face in front of the public so they <i>are</i> thinking about him
Central or peripheral?	Peripheral – all image, no information
Intended beliefs?	Hugh Grant is an attractive person
Intended feelings?	Excited about seeing him in a movie
Intended behaviour?	Go to see Hugh Grant movies

(Refer Page 39) There are many ideas you can put on this diagram – a few more have been added for you, but the importance of this as a learning tool for you is the thinking you do in finding your own ideas.



Fundamental Attribution Error

SCENARIO	F.A.E. Explanation	Alternative Explanation
1. 'Extension please?'	She is always late with her work – she	I am sure there is a good reason why she is late -
	seems very disorganised, and I don't	I will ask her what the problem is, and how we
	really think she cares about this subject.	can get it done properly.
2. 'Late again'	You are late home again – you know we	What happened to make you late home? – I
	wanted you home early, but as usual you	hope you are OK.
	don't seem to care about our feelings.	
3. 'Little sister'	She only thinks about herself.	She does have more to do than me. To be
		honest she probably doesn't spend <i>that</i> much
		more time in there than me – she just seems to.

How might a girl's parents make the Fundamental Attribution Error in their assessment of their daughter's new boyfriend?

They could, for example, assume that when he wants her to spend time with him he is being selfish, but when they want her to spend time with the family they only want 'what's best for her'.

Mr Johnson and the neighbour:

	Stage 1	Stage 2	Stage 3
What happens?	Mr Johnson politely asks the neighbour to keep the dog out of his yard.	The neighbour disagrees, so Mr Johnson becomes more forceful and insistent.	Neighbour still disagrees, so Mr Johnson threatens to take matters into his hands.
Mr Johnson's cognition (thoughts)	Balanced – trying to see both sides.	Begins to see only his own side of things. Losing empathy for his neighbour.	Sees only his own side, and His concern is solely with getting his own way.
Mr Johnson's affect (excitation)	Fairly low, though some arousal due to his wife's insistence.	Moderately aroused.	Highly aroused.
Mr Johnson's behaviour	Calm, trying to be as assertive as possible.	Becoming hostile, and much less willing to see the other point of view.	About to explode, angry, threatening violence, openly aggressive.

Mr Johnson and the neighbour (again!):

Prepare	Mr J plans where he will stand, how he will address the neighbour, and what he will do if things start to get out of hand again.
Rehearse	Mr J thinks through some ways he might state his case: 'I'd like to talk to you about your son's drums', or 'Is it OK if we have a talk about something that has been bothering my wife and I?'.
Relax	The neighbour did start to get agitated again like the last time they spoke, so Mr J just stopped talking and let him say everything he needed to, then began again with 'I understand that, but from our side it looks like....'
Reflect	When he got back home Mr J and his wife discussed what had happened, and agreed that it had gone better this time. The drum issue was still unresolved, but they knew things had been handled much better this time.

Self-Perception – two different explanatory styles*(Refer Page 43)*

SCENARIO	Event attributed to internal causes	Event attributed to external causes
My teacher seemed to frown when I answered that question in class	It must have been a stupid answer. I must have really looked like a loser to my friends. What an idiot!	I know the answer was OK. I think the teacher just didn't hear or understand me properly.
The new dress I tried on today seemed a bit tight.	I'm too fat	Probably the wrong style of dress
		for me – that style was cut much
		slimmer than the ad showed.
I haven't got an invitation to Mia's party yet	I guess she doesn't want me at the party.	The invitations musn't be out yet -
		no-one else has mentioned having got one yet either.
Had a bad game today – I haven't played like that for ages.	I'm hopeless – I'm just not as	I know I've been tired lately, and
	good a player as I used to think	the conditions really didn't suit my
	I was.	game.
I think my hair looks a bit funny this morning.	My hair is hopeless – it always	Just a bad hair day – something is
	looks stupid.	not quite right, but it will be better
		tomorrow.

Worksheet 8 Social Issues and Personal Growth

These answers relate to the current and recent advertising campaign to promote **safe driving practices**:

Principle	How it can be seen in these ads
The route most effective depends on whether the issue is relevant to the target audience and whether they are likely to think carefully about the message.	The target audience – all drivers, but specifically young adults – will certainly see the issue as relevant since the ads show the health and other consequences of poor driving. They are likely to think carefully about the message.
The route chosen also depends on whether the audience is likely to be self-conscious, and therefore concerned about the correct image.	The young adult audience is likely to be self-conscious and therefore concerned about the correct image. The difficult question here, however, is whether they see the 'correct image' as <i>sensible</i> driver or <i>cool</i> driver.
The persuasive message is more likely to be successful if is presented by someone who has credibility in the field, and who is seen as being attractive.	Safe driving ads have been presented by doctors, policemen and other 'authorities'. These are likely to be seen as having credibility, although 'attractive' is a more subjective judgement.
Persuasive messages are best delivered in a style of speech that is moderately fast without hesitation – this style sounds more knowledgeable.	The style of speech in these ads is not generally fast, but it is delivered in a deliberate style with no hesitation
A successful message will evoke strong emotions in the viewers.	All of these ads evoke strong emotions, such as fear.
Repeated exposure has been shown to increase viewer's liking for people and events (unless over-exposure occurs, leading to negative feelings).	(How you respond to this question depends on how you find you have reacted to the repeated exposure which is a feature of these advertising campaigns.)
We are more likely to be persuaded by someone we see as being similar to us in one or more ways.	These ads tend to use 'normal people' – even the authorities (doctors, etc) in the ads usually dress and act as fairly 'normal people'.

Who would be most convincing?

Considering all the criteria – *credible, attractive, speak knowledgeably, similar to you* – it is a difficult choice. Your answers depend on your opinion about some of these things, but this might be an estimate of what you might say:

Best friend	7	Popular TV personality	9
Parent	4	Health teacher	3
Doctor	1	Nurse from local hospital	2
Maths teacher	6	Popular music star	10
Principal	5	Well known sporting identity	8

Is there someone you can think of who meets the criteria for being convincing better than all of these? Who?

Your opinion – but it must be someone who meets all the criteria. No point choosing the TV news reader because he is attractive and speaks well if he has no credibility in the field and is not similar to you.

Reducing Prejudice

Reaction to **dreadlocks**: How will the two stages of activation happen?

Firstly, how will the automatic processing occur? What will be your first thought when you see her?

Since you have a stereotype towards people with dreadlocks, you will *automatically* assume that she is unclean.

Secondly, when you have a chance to think about her, what will you decide? What will your controlled processing do? Will you activate (and behave according to) your stereotype, or will you decide to agree to her sitting next to you? What do you *really* think you would do?

There are two possible answers here. You can either ignore and reject her, or you can make a decision to accept and befriend her because she seems like an interesting person. The answer you give is purely a matter of opinion.

Challenging and changing a friend's stereotype:

Bookkeeping Model: What pieces of information can you offer your friend to disconfirm the various parts of her stereotype?	'There are no statistics to confirm that they are terrorists'
	'Their religion requires them to wash many times a day'
	'They want to be friendly – if we give them a chance'
	etc etc
Conversion Model: What one piece of information do you think might be sufficient to radically change your friend's stereotype?	'Of course she seems a bit aloof, because she is scared and lonely and has no friends here. If you can be strong enough to befriend her it might be a very rewarding and maturing experience for you.'
Subtyping Model: What information could you tell your friend that would enable her to create a subcategory within her existing stereotype?	'Sure, some people from that country are involved in acts of terrorism, but only the members of certain groups. This girl is not even from the part of the country where those groups exist.'

Impression Management

Your answers are to some extent a matter of opinion, and might look something like this:

COMMUNICATION	Scenario 1 Interview with an employer for a job you are seeking.	Scenario 2 Interview on television asking your opinions on some 'youth issues'	Scenario 3 Meeting the new boy/girlfriend's father for the first time
What impression do you want to create? List three adjectives (eg, sensible, trendy, reliable, fun)	Sensible Capable Friendly	Sensible Thoughtful Intelligent	Friendly Relaxed Confident
Physical Appearance: How will you present yourself (clothes, hair, jewellery, etc)	Neat dress Tidy hair Modest jewellery	Typical teenage dress – want to look like a fairly typical youth	Whatever is suitable for where you are going – just your normal appearance
Facial emotions: What emotions do you want your face to express?	Happiness Acceptance Anticipation	Optimism Acceptance Happiness	Acceptance Happiness Anticipation
Eye Contact: Will you attempt to make and/or maintain eye contact?	Yes	Yes – both with the interviewer and with the camera	Yes
Posture & Movement: How will you stand or sit or walk?	Depends on the situation created by the other person	Probably will be seated, relaxed, facing interviewer	Relaxed Comfortable
Open or Closed Posture: Will you adopt an open or closed posture?	Open is more relaxed and friendly	Open	Open
Gestures: What types of gestures do you think would be most appropriate?	Gestures to indicate strength and friendliness – avoid rudeness	Relaxed, strong, friendly	Relaxed, friendly
Proxemics: How close do you think you should sit or stand?	Not very – this also depends on the situation created for you	Not very – this is a fairly formal situation	Not very – comfortable distance – also depends on other person
Semantic level of verbal communication: What types of things will you say?	Mainly factual – information about you, and asking questions	Information – giving your opinions on the issues	Information about you – ask questions to appear interested
Expressive level of verbal communication: What expression will you try to have in your voice?	Enthusiasm Friendliness Calmness Etc	Enthusiasm Sensible Thoughtful Etc	Interested Friendly Thoughtful Etc
Self-handicapping: How could you self-handicap? What could you say if don't 'perform' well?	'I don't handle interviews well' 'I have been under a lot of stress this week'	'I am not very used to this' 'I was really nervous today'	'I'm a bit uneasy with people the first time' 'I've been stressing about this all week'

Worksheet 9 Methods of Investigation**Thurstone Scale****Issue: BABIES**

		Statements		A or D
Very Unfavourable ↓ ↓ ↓ ↓ ↓ ↓ ↓ ↓	1	Babies are smelly, snotty, dirty, demanding little pests.		
	2	Babies are a constant hassle – always crying and demanding your time.		
	3	Having a baby around full time would be very difficult to stand.		
	4	Babies are more work than they are worth.		
	5	Some babies are OK, but most of the babies I have seen are not.		
	6	Some babies are nice, especially when you get to know them a bit.		
	7	Babies are hard work, but it is worth it in the end.		
	8	Feeling needed by a baby would be a very good feeling.		
	9	Babies are lovely – all warm and cuddly and loving.		
	10	If I had a baby I would love it and it would become my whole world.		
Very Favourable				

Likert Scale**Issue: BABIES**

Statements	SA	A	N	D	SD
Caring for a baby can be a lot of work.					
Babies are very demanding.					
A baby can be very happy.					
Developing a relationship with your baby would enhance your life.					
Babies are smelly.					
Babies give as much as they take emotionally.					
Single-parent babies are not as happy as two-parent babies.					
A baby's mother is more important to it than its father.					
Raising a baby is expensive.					
Babies express their emotions – both positive and negative – very clearly.					

Semantic Differential Scales**Issue: BABIES****Babies are:**

HAPPY								UNHAPPY
LOVING								DEMANDING
POSITIVE								NEGATIVE
FUN								WORK
UGLY								BEAUTIFUL
TENSE								RELAXED
INTERESTING								BORING

Observation of Behaviour

Behaviour	Presumed attitude
Person on the next seat gets up, moves away, and sits on another seat.	Very negative towards the person – thinks he/she is unclean or untrustworthy, feels uncomfortable, so moves away.
Person comes in, sits next to him/her, makes no acknowledgement or gesture at all.	Ambivalent – neither negative nor positive
Sits next to him/her, asks some questions about his/her culture and background.	Positive attitude – thinks he/she is interesting, feel comfortable, wants to learn from him/her
Makes a negative, mocking remark from the other side of the carriage.	Negative attitude.
Sits next to him/her, but body language seems tense.	Slightly negative.

Physiological Measurement

Emotional situation	Emotion experienced
Nearly stand on a snake while bushwalking.	Fear
Open the door and see a friend from years ago.	Surprise
Winner of 'Idol' is about to be announced.	Anticipation
See someone mistreating a baby.	Anger
Someone you really like asks you out.	Joy (Or is it Love?? ♥♥♥)

Worksheet 10 Ethical Issues

NOTE: Brief answers are given here for both studies. Your answers should be more detailed, but make sure they are consistent with these answers.

Fairness

What could the researchers have done to make the study *fair* to the participants? Could they have **informed** them about what they could expect to experience? Or would this have **compromised** the study? Would it have been necessary to wait till the end of the study to inform them? Would this still have been **fair** to them?

Milgram: Not possible to inform the participants prior to the study – this would have compromised the study. But it was not fair to the participants.

Zimbardo: It was fair in that the participants were informed - but no-one anticipated how things would develop.

Informed Consent

Was it possible to gain **informed consent**? Were the subjects free to **withdraw** from the experiment if they wanted to? Were they **coerced** into, or **rewarded** for, participating?

Milgram: Consent was not informed – participants did not know the full details of the study. They were not free to withdraw, and were coerced to continue when they expressed concern and distress at what was happening.

Zimbardo: They were not free to withdraw (they were locked up), and were rewarded for participating (payment).

Deception

Was any **deception** used? Was an **unreasonable level** of deception used? Was deception necessary for the purposes of the study? What would have happened if the researchers had told the subjects everything about the procedure to be used?

Milgram: Deception was used, probably unreasonable, though it was necessary for the purposes of the study.

Zimbardo: Deception was not used – they simply did not anticipate what was to happen.

Debriefing

If you were in charge of this study, set out how you would have addressed these four issues in the debriefing session after the experiment:

How would you provide the opportunity for the subjects to raise questions or concerns about the research? What approach would you use - questionnaire? discussion group? one-on-one interview? other?

Milgram: Participants would have to be debriefed immediately after the experiment, because of the distress experienced by some. This should take place in a one-on-one counselling session with a trained psychologist.

Zimbardo: Participants would have to be debriefed immediately the study was called off. This could be done in a group session where reasons for the behaviour could be explored, and where participants could resume their normal personalities.