

**Appreciation and Override Processes in  
Attitude Change**

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# The Unimodel :

1. is Continuous with the dual process models in stressing the quantitative aspect of persuasion.
2. is Discontinuous with the dual process models in proposing an alternative to the qualitative distinction between persuasive modes.
3. Assumes that both “cues” and “message arguments” function similarly in persuasion, serving as evidence for conclusions reached.

# On the syllogistic functioning of evidence

## (a) Message arguments:

1. “If the product’s quality to price ratio is high, it is worth purchasing”
2. “Product’s X quality to price ratio is high”, therefore:
3. “Product X is worth purchasing”

## (b) Peripheral cues:

1. “If numerous arguments for a position are provided, the position is correct”
2. “Numerous arguments for position X were provided”, therefore:
3. “Position X is correct”

## **The Unimodel:**

- 1. Emphasizes several quantitative informational parameters that...**
- 2. Interact with several quantitative recipient-state parameters to determine persuasion.**

## Informational Parameters:

1. Subjective relevance
2. Perceived difficulty of the judgmental task.

## Perceiver-State Parameters:

1. Nondirectional processing motivation
2. Cognitive capacity
3. Directional processing motivation

## Two Unimodel-Based Hypotheses

### 1. The Appreciation Hypothesis:

Recipients' ability to appreciate the information's relevance to a judgment is positively related to the degree to which their processing resources (motivation and cognitive capacity) suffice to cope with the task difficulty of the judgmental problem at hand.

**2. The Override Hypothesis: Any more subjectively relevant information would override the effects of any less subjectively relevant information given the recipients' sufficient resources (motivation and capacity) to process both.**



The appreciation hypothesis helps understand why message arguments have had impact only under high motivation and capacity conditions of persuasion studies.

The override hypothesis helps understand why peripheral/heuristic cues have not had impact under high motivation and capacity conditions of persuasion studies.

# The Appreciation Hypothesis

**In typical persuasion studies message arguments were lengthier, more complex and later appearing than the cues.**

**Thus, they may have been more difficult to process than the cues.**

**That is perhaps why recipients could appreciate the relevance of arguments (distinguish between high and low quality (relevance) arguments) ONLY under high resources (motivation and capacity) conditions of persuasion studies.**

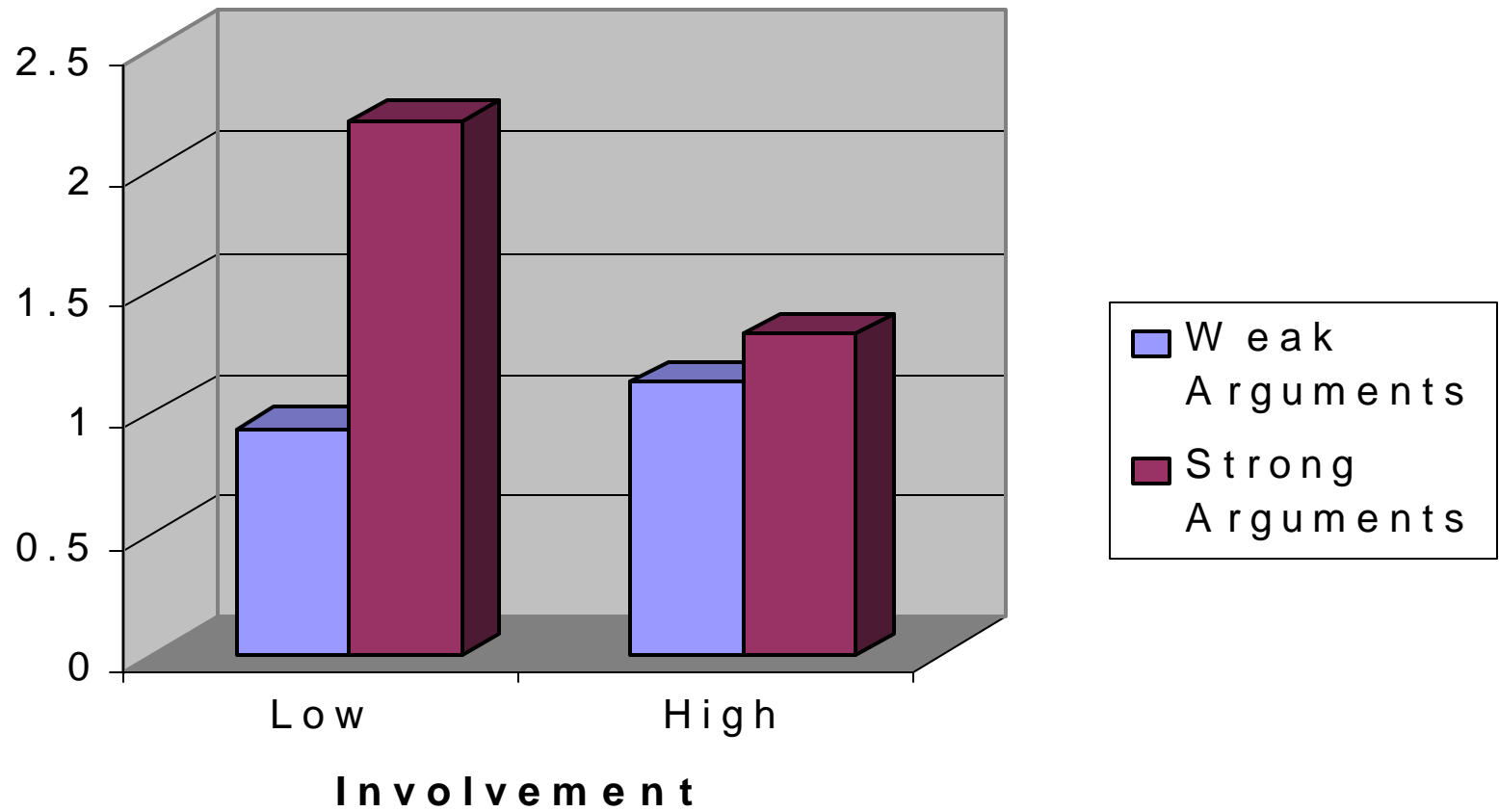
**However...**

**When message is presented briefly and upfront it mimics the prior effect of cues. It too has impact under low motivation and capacity.**

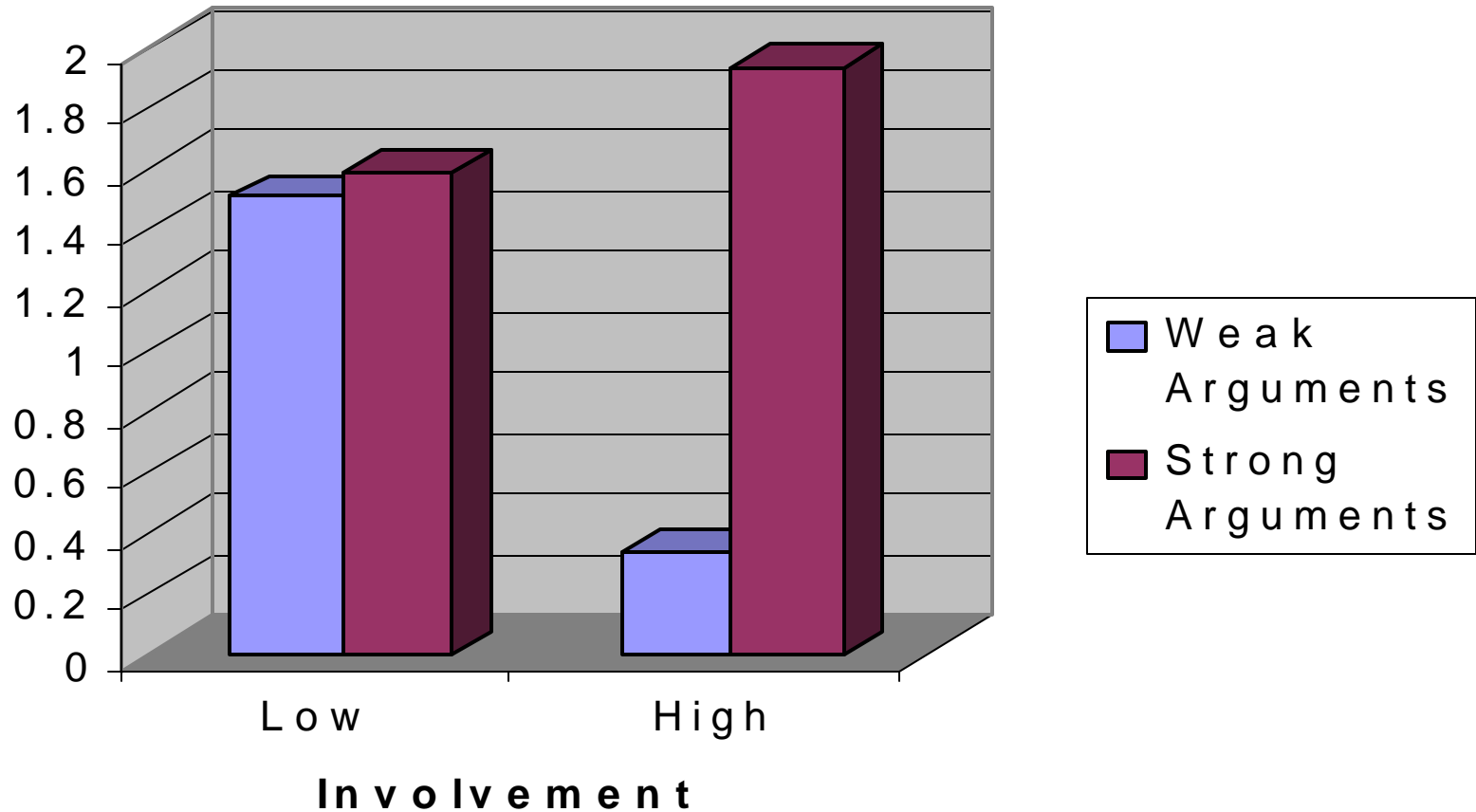
**Similarly...**

**When cue is lengthy and complex it mimic the prior effects of message information. It too has persuasive impact only under high motivation and capacity condition.**

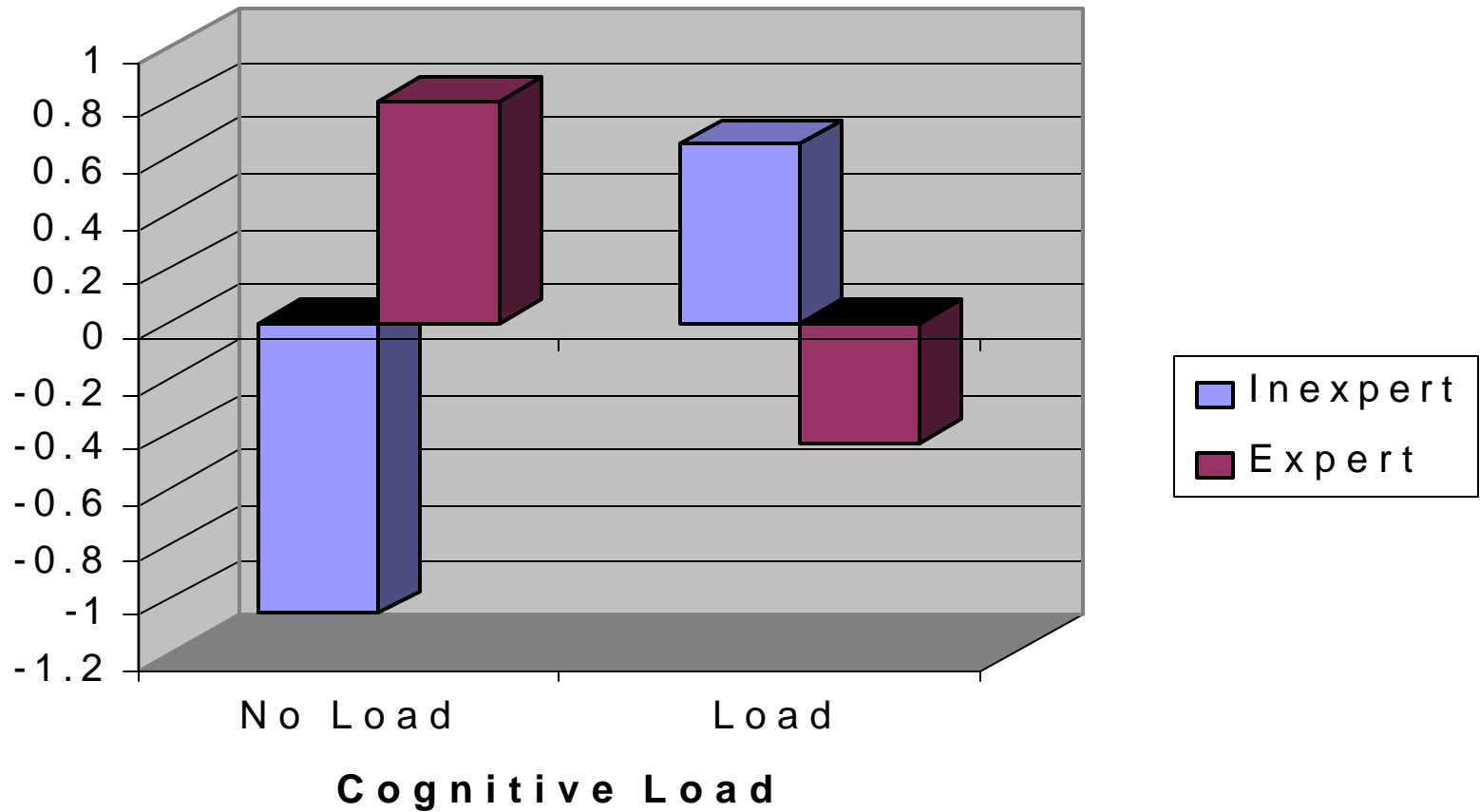
# Attitudes Toward Exams as Function of Brief Initial Arguments and Involvement



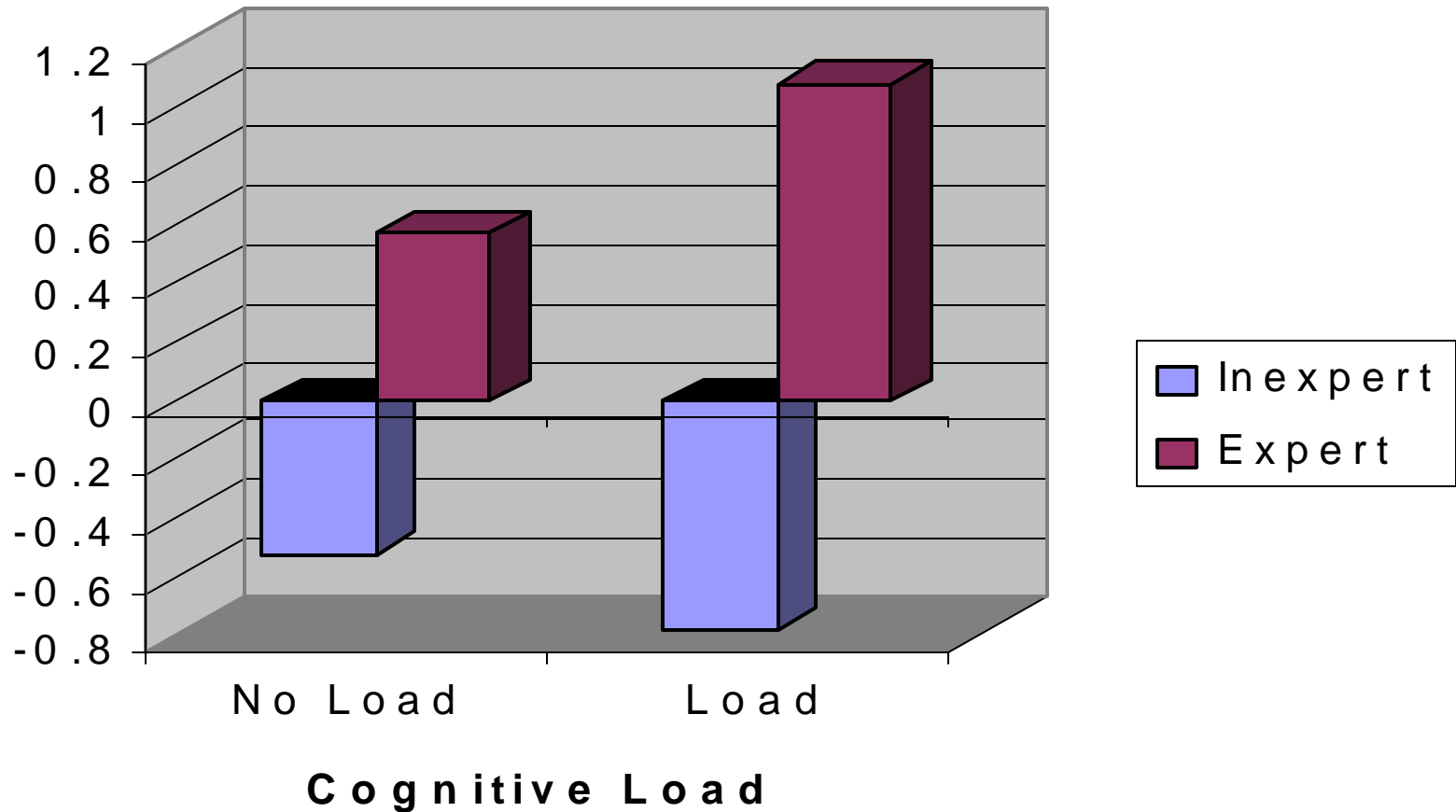
# Attitudes Toward Exams as Function of Lengthy Subsequent Arguments and Involvement



# Attitudes Toward Exams as Function of Long Source Information and Load



# Attitudes Toward Exams as Function of Load and Brief Source Information



# The Override Hypothesis

A puzzle: Why do “peripheral/” heuristic cues that were highly impactful under low resource (low motivation/capacity) conditions become non-impactful under high resource (motivation/capacity) conditions?

Perhaps: message arguments are perceived as more relevant than the cues. Therefore, under high resource conditions where both cues and message arguments are processed, the cues are passed over in favor of the arguments.



## A Meta Analysis:

**19 experiments that manipulated orthogonally cue and message information. Observers affirmed that in preponderance of cases, high quality arguments are perceived as more relevant to the attitude judgment than the positive cues (e.g. that the communicator is an expert).**

# **Our Studies:**

**2 (Sequence) x 2 (Motivation)**

**Sequence 1: Early information less relevant than subsequent information (IR Sequence).**

**Sequence 2: Early information more relevant than subsequent information (RI Sequence).**

**Accuracy motivation (high, low).**

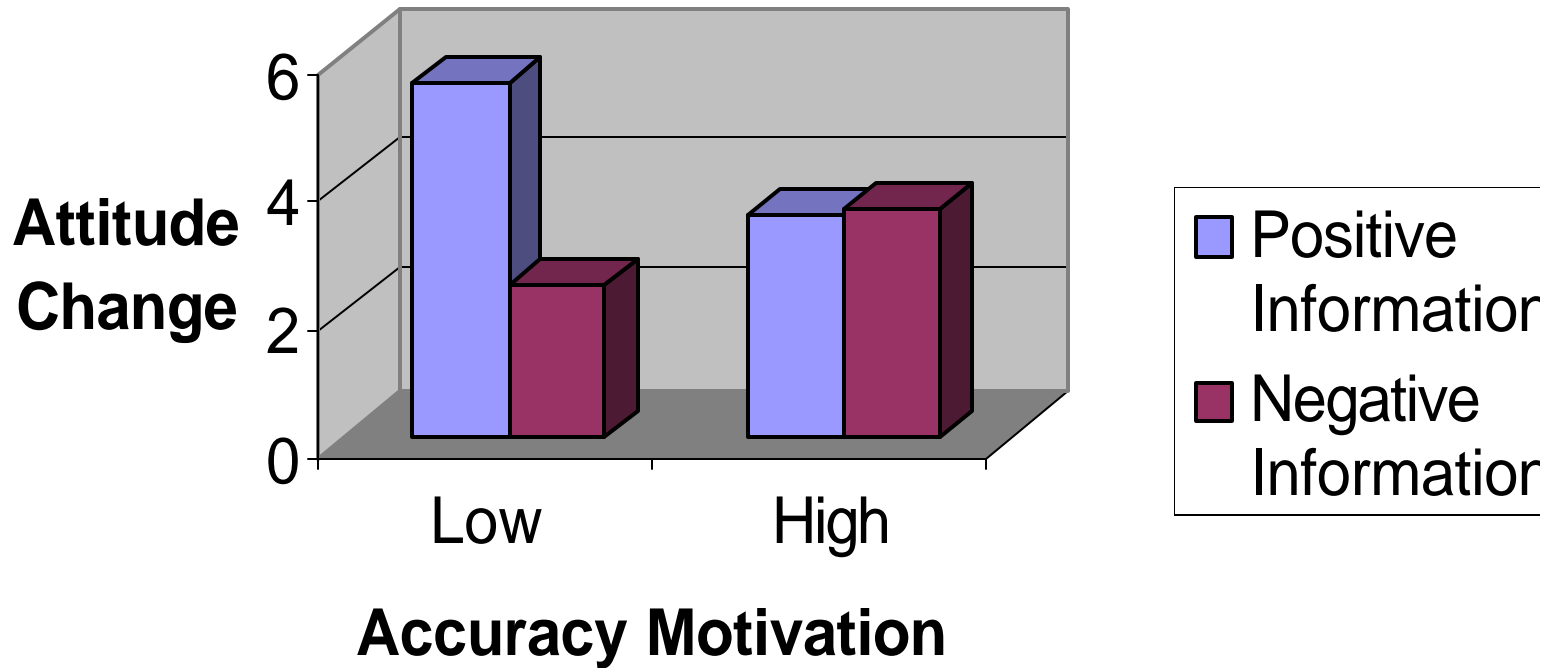
## **Our Studies:**

**Study 1: Both early and later information consisted of message arguments.**

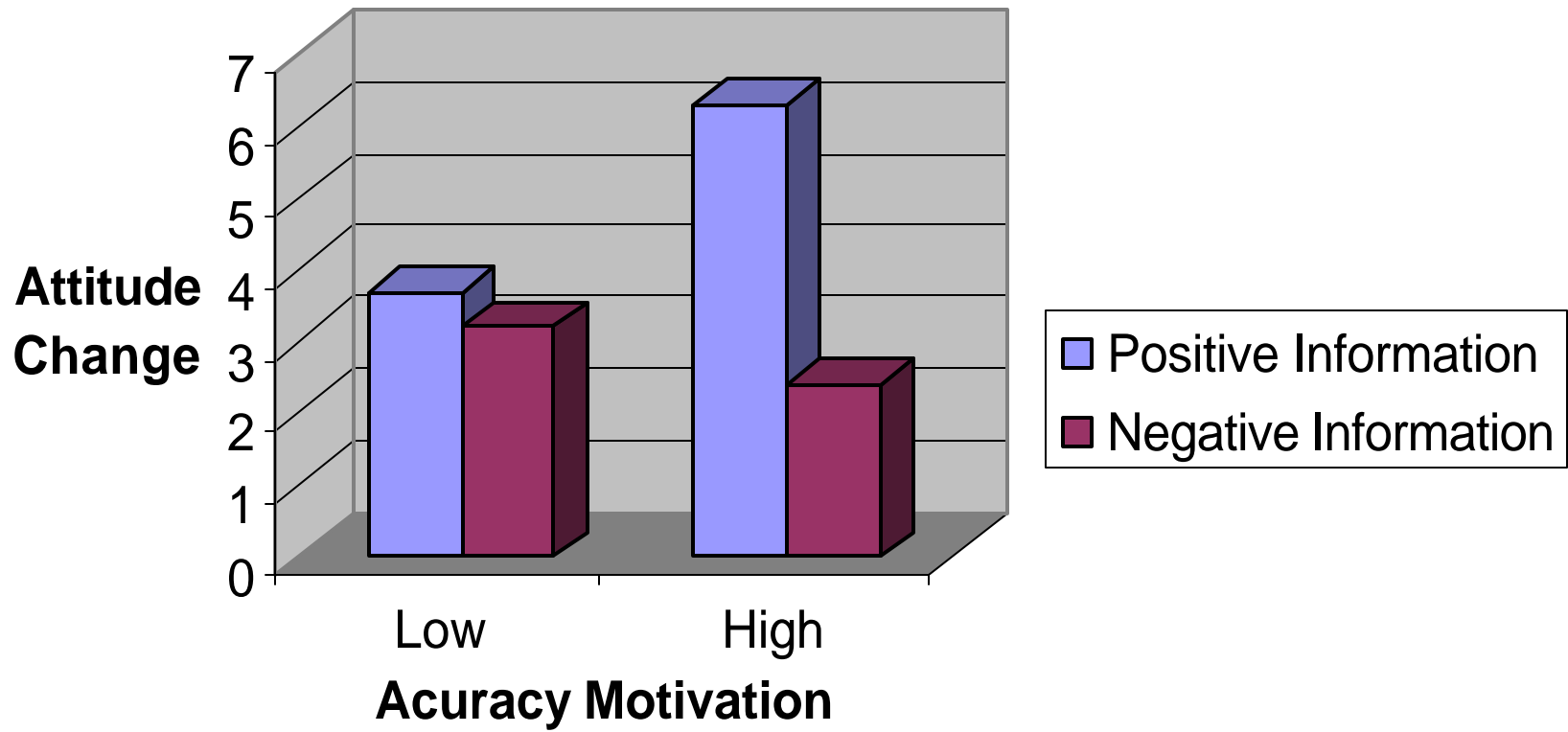
**Study 2: Both early and later information consisted of heuristic/cue information (regarding degree of consensus in a more or less relevant sample.**

**Study 3: Early information consisted of message arguments, later information of heuristic cues (consensus information)**

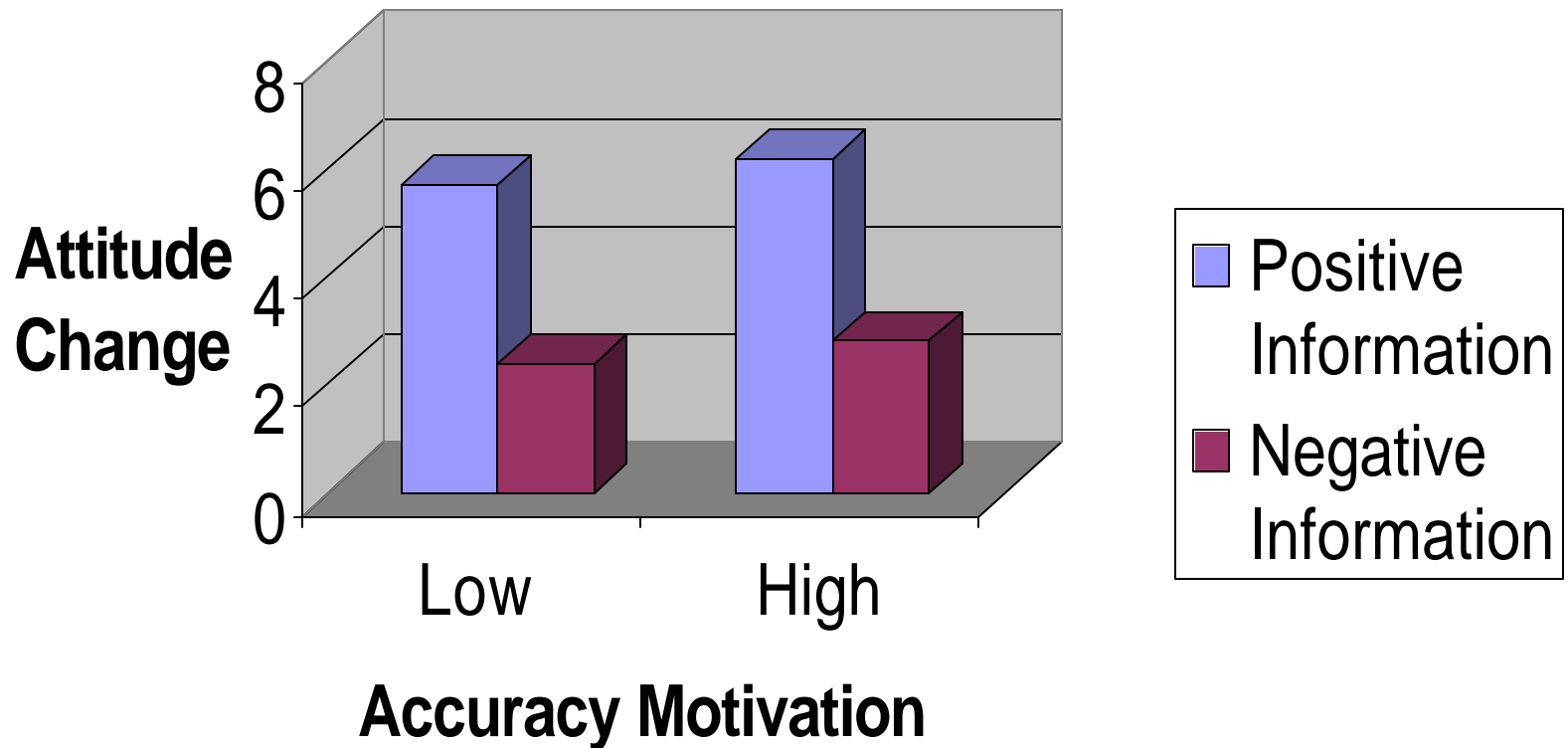
**Early/less relevant information is more persuasive under low motivation than under high motivation (The IR sequence)**



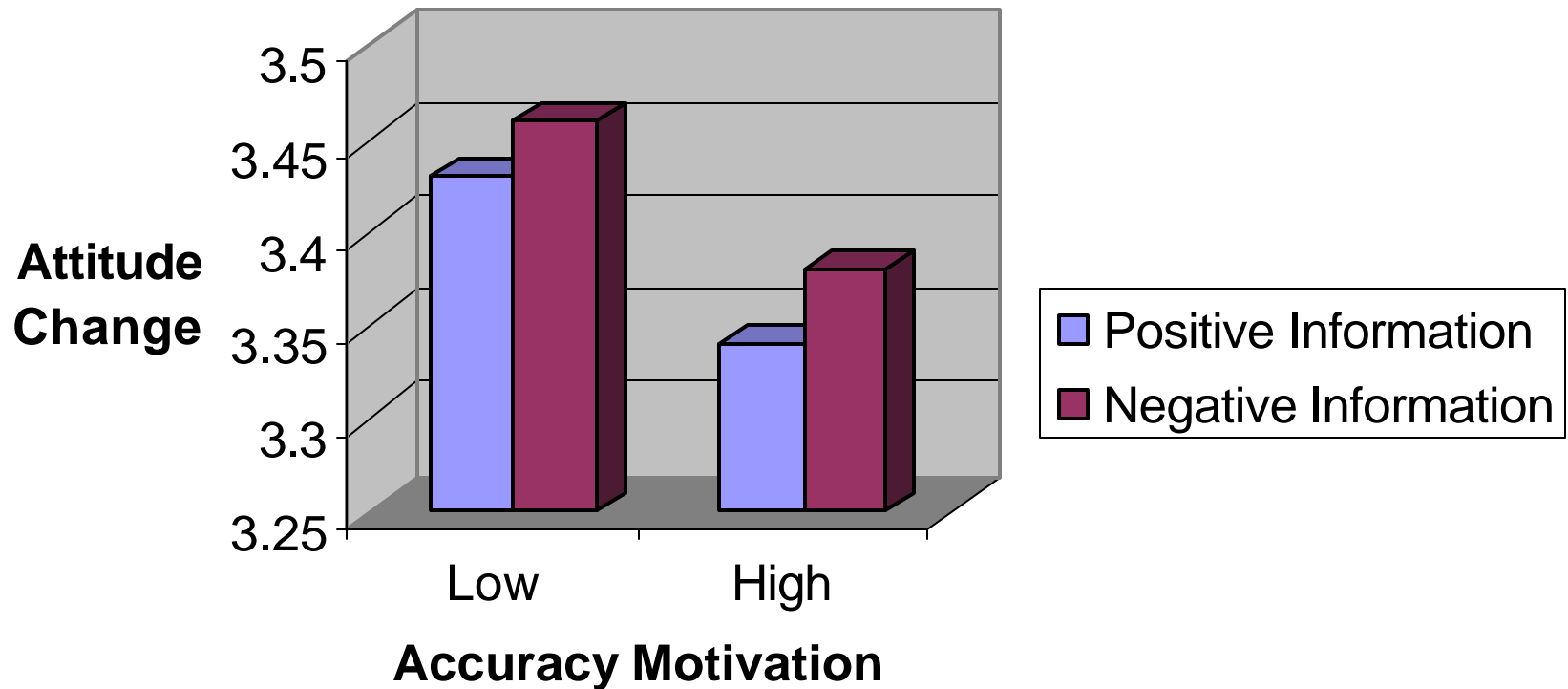
**Later/more relevant information is more persuasive under high motivation than under low motivation (IR Sequence).**



# Early/more relevant information is persuasive under both low and high motivation (The RI Sequence)



# Later/less relevant information has little persuasive impact under either low or high motivation (the RI Sequence)



## **Conclusion:**

**Persuasion depends on the degree to which recipients' resources suffice to cope with processing task difficulty in order to discern the relative (subjective) relevance to the pertinent judgment of different types of information available in the persuasive setting.**