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3.1 Introduction

Aristotle the legendary Greek philosopher once famously said, "Man is by nature a social animal; an individual who is unsocial naturally and not accidentally is either beneath our notice or more than human. Society is something that precedes the individual."

Social environment influences thoughts, emotions and behaviour of an individual in complex ways. These social influences make individuals to form views, or attitudes about people, and about different issues in life, which in turn help individuals to understand themselves and the people who live around them.

Definition

A broader definition of attitudes was given by Allport early in 1930s as: “a mental and neural state of readiness, organised through experience, and exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.”

Simply defined, attitudes are generally positive or negative views of a person towards a person (including oneself) place, thing, or event (the attitude object). Suppose you see a group of people protesting against a road accident on a nearby highway. The mental construct that you create for/against the protesting crowd is an attitude you just generated.

Structure

Attitude consists of three components:
- Affective Component (Neural) (Feeling/Emotion)
- Behavioral Component (Readiness) (Response/Action)
- Cognitive Component (Mental) (Belief/Evaluation)

Affective/Evaluative Component

The affective component is the emotional response (liking/disliking) towards an attitude object. An individual’s attitude towards an object cannot be determined by simply identifying ones beliefs about it because emotion works simultaneously with the cognitive process about an attitude object.

Behavioral Component

The behavioral component is a verbal or overt (nonverbal) behavioral tendency by an individual and it consists of actions or observable responses that are the result of an attitude object. It involves person’s response (favorable/unfavorable) to do something regarding attitude object. Attitudinal responses are more or less consistent. That is, a series of responses toward a given attitudinal stimulus is likely to show some degree of predictability.

Cognitive Component

The cognitive component is an evaluation of the entity that constitutes an individual’s opinion (belief/disbelief) about the object. Cognitive refers to the thoughts and beliefs an individual has about an attitude object. A belief is information a person has about an object; information that specifically links an object and attribute. The cognitive component is the storage section where an individual organizes the information.

Let’s understand this by another example:

Initial attitude = I do not like psychology.
Cognitive component = I believe psychology is uninteresting.
Affective component = Being in this psychology class makes me angry.
Behavioral component = I stop attending my psychology class.
Attitude Maintained = I don’t like psychology.
Behavioral consequence of maintained attitude = I do not become a psychology graduate.

Comparison

Attitude and Opinion

Attitude and opinion, though appears to have similar meanings, are not identical.
An opinion is a belief that one holds about some object in his environment. It differs from attitude, being relatively
Attitude

free of emotion, it lacks the affective component central to attitude.

For instance, you have opinions like, ‘Rose looks beautiful among the flowers’, ‘Brazil plays football well’, ‘Mathematics is tough’, ‘Tea is better than coffee’ and so on. The topics of some of these opinions may be moderately important to you; they are simply ways of thinking, and it does not matter much to you that others agree or disagree with your views. On the other hand, you may find that some other topics are extremely important to you. If someone opposes or challenges your views about these topics, you get emotional. Then these views are more than ‘opinions’; they are examples of attitudes.

Some other differences between opinions (or beliefs) and attitudes are as follows:

- Opinions are expressed merely by words, while attitudes are not necessary verbalized or even verbalizable; rather they show themselves in the actions and reactions of people.
- Opinions only have an external relation to their object—our understanding of what the object is independent of our opinions about it (the object is what it is regardless of our opinions about it). In contrast to this, we can say that an attitude is something that is manifested in our life, which means that our reactions indicate a particular attitude towards the object of the reaction.
- Attitudes are sometimes matters of taste (e.g., preferences for a certain team or type of profession) and opinions to questions of fact (e.g., whether more resources from budget should be allocated to education sector).

Attitude and Belief

Like attitudes we also have beliefs about ourselves, people and things around us. A belief is defined as “an enduring organisation of perceptions and cognitions about some aspect of the individual’s world.” Thus, beliefs refer to the cognitive component of attitudes, and form the ground on which attitudes stand. Though, beliefs are closely related to attitudes, the two concepts have following differences:

- Attitude has all the three components i.e., cognitive, affective and behavioral while belief primarily has cognitive component and behavioral component is secondary. For example, a person may think that reservation in jobs is against natural justice. This is only his thinking (cognitive) and lacks any kind of feelings (affective) but he may be prompted to deliver a lecture about his views on this issue (behaviour).
- An attitude has motivational properties and it directs our efforts in specific direction while a belief does not have this property.

- Belief is part of attitude and all attitudes toward an object have relevant beliefs about that object. Beliefs are based on real facts while attitude is based more on imagination and less on reality.
- Change in attitude comes faster than in beliefs.

Difference between Attitude and Values (often confused)

Values are enduring beliefs about an ideal mode of behaviour that constitute an important aspect of self-concept and serve as guiding principles for an individual. Values contain judgmental element as to what is right, good, or desirable.

Values indirectly influence behaviour through their influence on attitudes. However, attitudes are different from values because attitudes are thought of as pertaining to a single object, even though that object may be an abstract one. Values, on the other hand, are orientations towards whole classes of objects. Values are relatively more stable and enduring than attitudes, since they are basic notions about what is right and wrong.

Attitude and Ego

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Ego</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitude makes one to feel that she/he is totally different from others.</td>
<td>The ego makes one to feel that he or she is alone from the others</td>
</tr>
<tr>
<td>Attitude is the settled way of thinking or feeling about something or someone.</td>
<td>Ego is a person’s sense of self-esteem or self-importance</td>
</tr>
<tr>
<td>Attitude deludes the self in other departments needed to keep body and mind healthy.</td>
<td>When the ego is attaches in excess its reflected in our behaviour</td>
</tr>
<tr>
<td>Attitude makes nature in self which create negative energy and attracts people with the same charge, hence can lead to ignorance.</td>
<td>With the ego its responsible to handle such feelings hence one is position of making better decision.</td>
</tr>
</tbody>
</table>

Attitude and Personality

Personality is defined by the qualities or traits that you possess, since that’s what makes you “You”.

<table>
<thead>
<tr>
<th>Personality</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your thoughts, emotions and certain characteristics make your personality e.g. one may be too emotional. Many of us shed tears during watching Tarek Zamin Par.</td>
<td>Your behaviour or way of response or thinking in a particular situation shows your attitude. E.g. Many of us generated sympathetic attitude towards Dyslexic Children after watching it.</td>
</tr>
</tbody>
</table>
Remains the same all through the life e.g. Gaznhi and October were also emotional movies.  
Personality is an outcome of what you learn over the years.

Keeps changing with situations e.g. Many might have generated a positive attitude towards ‘short term memory disorder’ after watching Gaznhi movie.  
Attitude is the result of your experiences over time.

Significance of Attitude

Let’s take an example: A woman who is deeply concerned about the issue of legalized abortion and who experiences her attitude on this issue as highly personally significant then she will surely participate in a candle march/protest for such a purpose.

Attitude is significant in many ways. First of them is because of the functions it serves which will be dealt in detail later. Attitude is also significant because it helps us understand the basic framework of society around us e.g. Low sex ratio in Haryana can be attributed the negative attitude of society towards girls. Further attitude is significant for it creates avenues of comparison between oneself and their peer group e.g. Social acceptance to a new boy in a group is given only after their attitudes towards similar situations is on same lines.

3.2 Types of Attitude

There are two types of attitudes:

Explicit Attitude: Such an attitude is readily observable. The individual is easy to access his attitude and he/she is well aware about its existence e.g. A negative attitude towards the Nazi party is an explicit attitude.

Implicit Attitude: Such an attitude which comes automatically and is generated from a non conscious source is called an Implicit attitude. A minimum response time is needed to generate such an attitude e.g. The general association of bad/evil nature with the colour black like black money, black market etc.

3.3 Functions of Attitude

The functional basis of attitudes serves an important social need of a person. Holding an attitude means conferring meaning and order to some aspect of social environment. Social attitudes establish a fundamental link between a person’s ability to perceive, feel and learn and his continuing experience in a complex social environment.

Katz (1960) has made a ‘functional’ approach to attitudes and states that attitudes perform four important functions for building the personality of an individual and have a motivational basis.

Instrumental Function

An individual is motivated to develop favourable attitudes towards objects bringing social approval and esteem of family friends and colleagues and learns to develop unfavourable attitudes leading to punishment and bringing frustrations. Perception of past and present utility of the object by the individual leads to the formation of attitudes. Closer and clear perception of objective for actual need satisfaction leads to positive attitude formation. Consistency of reward and punishment, contributes to the clarity of the instrumental object for goal attainment.

Value Expressive Function

A person may be a liberal or an enlightened conservative or internationalist and may hold attitudes indicating his central value. The person may express reflect attitudes of his ideals or self-image. A person gets satisfaction if he finds expression of any of the attributes related to his ego. For personality development, the clarity of self-image is very important. The basic self-concept is formed in the individual during the formative period of childhood. What is good and what is bad is to be accepted and generalised according to the models that are set by the elders.

Knowledge Function

This function serves the human need to understand and make sense of and give adequate structure to, the universe. Attitudes are maintained to reach that standard of mind which helps to understand the complex universe and which deal adequately with situations and structure experience meaningfully.

Inadequate attitudes that are not able to deal with the new and changing situations and which lead to contradiction and inconsistency are discarded.

Ego-defensive Function

This is the fourth important function of attitudes. Self-concept, self-expression, self-development and self realization are the outcomes of ego-defensive function. Adoption of attitudes by the individual for defending and protecting self from unpleasant truth and harsh realities, finding out devices to avoid facing the inner reality of one’s...
own personality and outer reality of the insecurities of the world. There are defence mechanisms evolved to remove temporarily the sharp edges of internal conflict, feeling of inferiority are projected on some convenient minority groups or underprivileged groups.

3.4 Properties of Attitude

Attitudes have certain properties based on their strength and availability.

On the basis of strength attitude can be of two types:

(a) **Strong Attitude:** Such an attitude is common in persons who work actively for an organization like a political party. Also, one common attitude in all of us which is strong is attitude towards terrorists and rapists.

(b) **Weak Attitude:** Such an attitude is about things or events which had occurred a long time ago and one has lost the experience of it e.g. The attitude towards city life remains faded and weak for someone from a village who seldom went outside.

On the basis of accessibility attitudes can be of two types:

(a) **Readily Accessible:** A strong attitude or a recently generated attitude or an attitude which keeps on exercising in real life is the most readily available ones e.g. The attitude of a pupil, who is repeatedly beaten by her teacher, towards her teacher formed during the class when she beats the students who haven’t completed the home work.

(b) **Non-Readily Available:** Such attitude have lower position during accessibility of an attitude. Such an attitude may be very old or has not formed properly e.g. Someone may have a weak attitude towards the Syrian crisis refugees if he/she is not at all aware of such a civil war.

**Attitude Ambivalence**

The concept of attitudinal ambivalence refers to the degree to which an attitude object is evaluated positively and negatively at the same time. Attitudes are assumed to be less temporarily stable and to correspond less well with pertinent behaviors at higher levels of ambivalence.

Individuals often adopt both positive and negative attitudes towards an issue, like capital punishment, at the same time. These attitudes are called ambivalent. Usually, attitudes towards some issue, such as exercise, will guide behaviour. When attitudes are ambivalent, however, this relationship diminishes & some individuals might strongly maintain that exercise is important, but nevertheless fail to engage in this activity if their attitudes are ambivalent.

3.5 Moral and Political Attitude

**Moral Attitude**

All attitudes which have their base in moral conviction are called moral attitude. Not all attitude are related to morality. For ex. Liking a particular food has no relation to morality, however, if a person does not eat non-vegetarian food on ground of love for animals may have component of moral attitude.

Further, moral attitude is personal in nature and hence it may differ at individual as well as society level. For e.g. A person can be patriot for a country while for another country, he may be terrorist. The moral convictions are formed with deep influence of family, society, religion, education etc.

**Important Moral Attitudes**

**Goodness:** Denotes the generous and benevolence character of an individual towards others combined with purity of heart. It focuses on goodness in both means and ends.

**Reverence:** Respects for all other life forms be it human, animal or plants, as well as, showing love and compassion in all walks of life.

**Faithfulness:** Remaining loyal to someone or something and putting that loyalty into consistent practice, regardless of extenuating situations. In other words, it shows the individual’s character to uphold moral values.

**Truthfulness:** Honesty and truthfulness in one’s action and attitude is essential for upholding trust and faith of others. A dishonest person can never exemplify moral values in his life.

**Stages of Moral Development**

Lawrence Kohlberg, proposed that the development of moral reasoning is characterized by a sequence of six stages grouped into three general levels of morality: preconventional, conventional, and postconventional. The table below lists and describes Kohlberg’s three levels and six stages of moral reasoning.
<table>
<thead>
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<th>Age Range</th>
<th>Stage</th>
<th>Nature of Moral Reasoning</th>
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<td><strong>Level I:</strong></td>
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<tr>
<td>Preconventional</td>
<td>Seen in preschool children, most elementary school students, some junior high school students, and a few high school students</td>
<td><strong>Stage 1:</strong> Punishment-avoidance and obedience</td>
<td>People make decisions based on what is best for themselves, without regard for others’ needs or feelings. They obey rules only if established by more powerful individuals; they may disobey if they aren’t likely to get caught. &quot;Wrong&quot; behaviors are those that will be punished.</td>
</tr>
<tr>
<td>Moral Morality</td>
<td></td>
<td><strong>Stage 2:</strong> Exchange of favors</td>
<td>People recognize that others also have needs. They may try to satisfy others’ needs if their own needs are also met (&quot;you scratch my back, I’ll scratch yours&quot;). They continue to define right and wrong primarily in terms of consequences to themselves.</td>
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<tr>
<td><strong>Level II:</strong></td>
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<tr>
<td>Conventional Morality</td>
<td>Seen in a few older elementary school students, some junior high school students, and many high school students (Stage 4 typically does not appear until the high school years)</td>
<td><strong>Stage 3:</strong> Good boy/girl</td>
<td>People make decisions based on what actions will please others, especially authority figures and other individuals with high status (e.g., teachers, popular peers). They are concerned about maintaining relationships through sharing, trust, and loyalty, and they take other people’s perspectives and intentions into account when making decisions.</td>
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<td><strong>Stage 4:</strong> Law and order</td>
<td>People look to society as a whole for guidelines about right or wrong. They know rules are necessary for keeping society running smoothly and believe it is their “duty” to obey them. However, they perceive rules to be inflexible; they don’t necessarily recognize that as society’s needs change, rules should change as well.</td>
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<tr>
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<tr>
<td><strong>Level II:</strong></td>
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<tr>
<td>Postconventional</td>
<td>Rarely seen before college (Stage 6 is extremely rare even in adults)</td>
<td><strong>Stage 5:</strong> Social contract</td>
<td>People recognize that rules represent agreements among many individuals about appropriate behavior. Rules are seen as potentially useful mechanisms that can maintain the general social order and protect individual rights, rather than as absolute dictates that must be obeyed simply because they are “the law.” People also recognize the flexibility of rules; rules that no longer serve society’s best interests can and should be changed.</td>
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<tr>
<td>Morality</td>
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<td><strong>Stage 6:</strong> Universal ethical principle</td>
<td>Stage 6 is a hypothetical, &quot;ideal&quot; stage that few people ever reach. People in this stage adhere to a few abstract, universal principles (e.g., equality of all people, respect for human dignity, commitment to justice) that transcend specific norms and rules. They answer to a strong inner conscience and willingly disobey laws that violate their own ethical principles.</td>
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**Elliot Turiel Moral Rules**

**Turiel’s Definition of Morality**

- Morality consists of judgments about right and wrong in people’s relationships. These include judgments about our treatment of others, justice, fairness, and rights.
- People develop moral judgments from many experiences, including religious doctrines and interactions with other people.
Turiel based his theory of moral development off of psychologist Lawrence Kohlberg's framework of moral reasoning. Elliot Turiel used this theory to construct his Domain theory. Domain theory says that there are three domains of knowledge:

1. **Moral**: Principles of how individuals ought to treat one another
2. **Societal**: Regulations designed to promote the smooth functioning of social groups and institutions
3. **Psychological**: The understanding of self, others, and beliefs about individuality

The Domain theory stated that children construct moral, societal, and psychological concepts at the same time rather than one after another.

**Difference between Men and Women Moral Attitude**

Carol Gilligan’s theory of sex differences in the development of moral reasoning during adolescence.

Gilligan's work, which focuses on sex differences in moral reasoning, the perception of violence, the resolution of sexual dilemmas and abortion decisions, poses a major challenge to Kohlberg's theory by introducing a feminist perspective of moral development. Kohlberg had shown that the average female attained a moral judgment rating of stage three (good boy-nice girl), while adolescent males score at level four (law and order) and are more likely to move on to post conventional levels.

Gilligan suggests that these findings reveal a gender bias, not that females are less mature than boys. Men and women follow different voices. Men tend to organize social relationships in a hierarchical order and subscribe to a morality of rights. Females value interpersonal connectedness, care, sensitivity, and responsibility to people. Kohlberg's scoring criteria give the interpersonal care orientations of females lower ratings than the principled justice orientation.

Hence, Gilligan identifies different developmental stages for females. However, she does not claim that one system is better, both are equally valid. Only by integrating these complementary male (justice) and female (care) orientations will we be able to realize our full human potential in moral development.

The fact that men and women differ subtly in moral outlook does not entail that male and female judges would make different judgments. After all, judges are instructed to interpret the law, not deliver moral verdicts.

**Political Attitude**

Political attitude refer to the attitude and beliefs of common citizen about the political system, related institutions, leadership and other events of public life. It is different from political ideology, because political ideology refers to the ideology of political parties.

**Factors Affecting Political Attitude**

| Religion | • Religion shapes a person's moral attitude E.g. Hinduism defines Marriage as a union between man and a woman. Therefore, a devout Hindu may oppose same-sex marriage.  
• Moral attitude will predict political attitude, E.g. devout Hindu more likely to vote for Uniform Civil Code which prohibits same sex marriage. |
| --- | --- |
| Age | • Older people are more conservative and lean towards political democracy. (Younger people want 'economic democracy') e.g. Older people may vote towards Right to Recall.  
• Young people are more liberal / radical. They're interested in change, because they'll 'live' to enjoy fruits of those changes e.g. voting in favour of FDI easing policies. |
| Economic Status | • Poor are more aligned towards communist / socialist ideology. He'll vote for a party promising to get food, fertilizer and kerosene subsidy e.g. The continuation of Congress system (Rajni Kothari) till 1970s may be contributed to prolonged existence of poverty in India.  
• Rich will align towards capitalism. They'll vote for a party promising to remove wealth tax e.g. CII, FICCI supporting removal of MAT (Minimum Alternate Tax). |
<p>| Residence | “Local” unemployed youth are more likely to align with party that promises “action” against the migrants or reservation based on region e.g. Telangana reserved all class 4 posts for domicile individuals. |
| Family | Children are more likely to espouse the political ideology of their parents. |
| Race | If a race feels they're deprived of opportunities because of other races, then the people of that particular race are more likely to lean towards a party offering radical solutions against other races. E.g. Patels in Gujarat demanding reservation. |</p>
<table>
<thead>
<tr>
<th>Gender</th>
<th>Females are more likely to lean towards liberal ideology e.g. Muslims’ females supporting Triple talaq stand of present government.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>School syllabus plays an important role. A Chinese may find Indian democracy as repulsive, because he has been taught that Mao’s Communist ideology is best.</td>
</tr>
</tbody>
</table>
| Conception about human nature | • Hobbes said, “A person is fundamentally evil.” Therefore, a strong-powerful state is required.  
• Locke said, “Man is a good rational person”. Therefore, state should be kept weak, and men should be made strong by giving more freedom and rights.  
• So if an individual aligns itself with Locke he/she will support a weak state and more liberty. |
| Disposition | • Some people hate order and prefer chaos. They’ll naturally be in favor of anarchy / radicalism e.g. CPI-Maoist is a banned group because it support chaotic route for their demands. |

### Political Attitude and Socialization

Political socialization is a lifelong process by which people form their ideas about politics and acquire political values. The family, educational system, peer groups, and the mass media all play a role. While family and school are important early in life, what our peers think and what we read in the newspaper and see on television have more influence on our political attitudes as adults.

**Family:** Our first political ideas are shaped within the family. Parents seem “talk politics” with their young children directly, but casual remarks made around the dinner table or while helping with homework can have an impact. Family tradition is particularly a factor in party identification. The family may be losing its power as an agent of socialization, however, as institutions take over more of child care and parents perform less of it.

**Schools:** Children are introduced to elections and voting when they choose monitors, and the more sophisticated elections in college teach the rudiments of campaigning. Political facts are learned through courses in Indian history and government, and schools, at their best, encourage students to critically examine government institutions.

**Peer Groups:** Although peer pressure certainly affects teenagers’ lifestyles, it is less evident in developing their political values. Exceptions are issues that directly affect them, such as the Kargil War during 1999. Later, if peers are defined in terms of occupation, then the group does exert an influence on how its members think politically. For example, professionals such as teachers or bankers often have similar political opinions, particularly on matters related to their careers.

### Mass Media

Much of our political information comes from the mass media: newspapers, magazines, radio, television, and the internet. The amount of time the average family spends on watching TV makes it the dominant information source, particularly with the expansion of 24-hour all-news cable channels. Not only does television help shape public opinion by providing news and analysis, but its entertainment programming addresses important contemporary issues that are in the political arena, such as drug use, abortion, and crime. The growth of the Internet is also significant; not only does it offer essential all-news outlets their own websites, but online bloggers present a broad range of political opinion, information, and analysis.

### Necessity of Political Socialization

Once an individual is properly socialized in politics, he can then participate actively in political matters. Such participation is really important for a society, particularly when the society is based on a democratic political system. Democracy demands from the people that they should be vigilant and participatory so that they have their share of participation in the matters of the state. Properly politicized person, having enough political awareness, can have continuous look over the decisions of the government, the policies of the policy makers and the decisions of different political institutions. They are also in a position to take actions, which may be necessary if the decisions and the policies are not for the advantage of the people.

### 3.6 Attitude-Behaviour Relationship

As an individual’s attitude refers to his/her mental view of something/someone, it is expected that such an individual’s behaviour should follow logically from his/her attitude. However, an individual’s attitudes may not always be exhibited through behaviour. Likewise, one’s actual behaviour may be contrary to one’s attitude towards a particular topic/thing. For instance, you strongly believe and support the idea that use of mass transportation can decrease the rising air pollution in Delhi, but you travel in your own car to office everyday for the purpose of other reasons like convenience.

There is not a direct relation between attitudes and behaviour. Several factors determine the relationship between the attitudes and the behavior of an individual. Psychologists have found few cases where there would be
consistency between attitudes and behaviour which are as follows:

- When the attitude is strong, and occupies a central place in the attitude system;
- When the person is aware of her/his attitude,
- there is very little or no external pressure for the person to behave in a particular way. For example, when there is no group pressure to follow a particular norm
- the person’s behaviour is not being watched or evaluated by others, and
- the person thinks that the behaviour would have a positive consequence, and therefore, intends to engage in that behaviour.

One of the earliest classic studies to examine the relationship between attitudes and behaviour was by LaPiere (1934), an American social psychologist. He conducted the following study during the days when Americans were said to be prejudiced against the Chinese.

He asked a Chinese couple to travel across the United States, and stay in different hotels. Only once during these occasions they were refused service by one of the hotels. Sometime later, LaPiere sent out questionnaires to managers of hotels and tourist homes in the same areas where the Chinese couple had travelled, asking them if they would give accommodation to Chinese guests. A very large percentage said that they would not do so. This response showed a negative attitude towards the Chinese, which was inconsistent with the positive behaviour that was actually shown towards the travelling Chinese couple.

Thus, attitudes may not always predict actual pattern of one’s behaviour.

Behavior too decides the attitude in some circumstances. Consider this example. You started attending the classes of a well-known teacher for current affairs. You felt that the method of teaching followed in the class is not good and fact silly. You found that your friends appreciate the teaching methods and feel that it helps in the exam to remember the current affairs. You start thinking the same and slowly start to appreciate the teaching methods. When some new student asks about the class, you tend to give a positive feedback regarding the class.

### 3.7 Prejudice and Discrimination

#### Prejudice

The term prejudice means pre-judgement, i.e. an irrational opinion, thought or feeling formed about a person or a group beforehand and that too without enough knowledge, fact or reason. It implies to preconception, typically unfavorable attitude or judgment held by the members of one group towards another based on inadequate and inaccurate information about the group.

Prejudice can be positive or negative. However, the term is mainly used for negative prej udgements wherein the members belonging to a particular group are believed as inferior based on race, gender, nationality, ethnicity, class, religion rather than personal experience.

#### Major Causes

1. **Conforming Behaviors:** Prejudices may bring support from significant others, so rejecting prejudices may lead to losing social support. The pressures to conform to the views of families, friends, and associates can be formidable.

2. **Socialization:** Many prejudices seem to be passed along from parents to children. The media—including television, movies, and advertising—also perpetuate demeaning images and stereotypes about assorted groups, such as ethnic minorities, women, gays and lesbians, the disabled, and the elderly.

3. **Economic Benefits:** Social studies have confirmed that prejudice especially rises when groups are in direct competition for jobs. This may help to explain why prejudice increases dramatically during times of economic and social stress.

4. **Authoritarian Personality:** In response to early socialization, some people are especially prone to stereotypical thinking and projection based on unconscious fears. People with an authoritarian personality rigidly conform, submit without question to their superiors, reject those they consider to be inferiors, and express intolerant sexual and religious opinions. The authoritarian personality may have its roots in parents who are unloving and aloof disciplinarians. The child then learns to control his or her anxieties via rigid attitudes.

5. **Ethnocentrism:** Ethnocentrism is the tendency to evaluate others’ cultures by one’s own cultural norms and values. It also includes a suspicion of outsiders. Most cultures have their ethnocentric tendencies, which usually involve stereotypical thinking.

6. **Group Closure:** Group closure is the process whereby groups keep clear boundaries between themselves and others. Refusing to marry outside an ethnic group is an example of how group closure is accomplished.

#### Solution to Handle Prejudice

For decades, sociologists have looked to ways of reducing and eliminating conflicts and prejudices between groups:

- One theory, the self-esteem hypothesis, is that when people have an appropriate education and higher self-esteem, their prejudices will go away.
Another theory is the contact hypothesis, which states that the best answer to prejudice is to bring together members of different groups so they can learn to appreciate their common experiences and backgrounds.

A third theory, the cooperation hypothesis, holds that conflicting groups need to cooperate by laying aside their individual interests and learning to work together for shared goals.

A fourth theory, the legal hypothesis, is that prejudice can be eliminated by enforcing laws against discriminative behavior.

Discrimination

As the name suggests, discrimination means to single out or to make a distinction between an individual and the other, for or against on the basis various factors such as group, category, status in spite of their own merit. It is the unequal treatment towards a person due to his membership in a group or possession of some different trait. It is an unfair behavior directed against someone which shows the attitude of prejudice.

In other words, discrimination is when we treat the members of a particular group differently especially in a poor manner due to their group affiliation. Most commonly people are discriminated on the grounds of age, sex, height, weight, skin color, disease, disability, marital status, education, speech, clothing, socio-economic status, and so forth.

In spite of the steps taken to reduce prejudice and discrimination from the society, they are still prevalent throughout the world. It may cause much pain and suffering to an individual or entire group, which results in the limiting opportunities for the people belonging to that group and even violence.

Due to a number of similarities between these two, people often misinterpret prejudice for discrimination, but they’re two very different concepts.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Prejudice</th>
<th>Discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meaning</td>
<td>Prejudice is a unjustified and baseless attitude towards an individual only because of his membership of a social group e.g. a negative attitude towards intercaste marriage between upper and lower caste individuals.</td>
<td>Discrimination refers to unjust or negative treatment of a person or a group from other people because he/she belongs to a particular class, group or category e.g. unjust treatment of Dalits by upper caste.</td>
</tr>
<tr>
<td>What is it?</td>
<td>Abstract misapprehension, only in the mind e.g. seating at a distance from lower caste individuals.</td>
<td>Expression of prejudice e.g. beating and not letting use of common resources like tube well/bathing ghats.</td>
</tr>
<tr>
<td>Represents</td>
<td>Belief</td>
<td>Action</td>
</tr>
<tr>
<td>Nature</td>
<td>Non-conscious</td>
<td>Conscious and Non-conscious</td>
</tr>
<tr>
<td>Caused by</td>
<td>Stereotyping e.g. Dalits should not be touched.</td>
<td>Prejudice e.g. since they not be touched so they be given second class treatment.</td>
</tr>
<tr>
<td>Involves</td>
<td>Negative attitude towards an individual or group.</td>
<td>Unfair behavior towards an individual or group.</td>
</tr>
<tr>
<td>Component</td>
<td>Cognitive and Affective</td>
<td>Behavioral</td>
</tr>
<tr>
<td>Legal action</td>
<td>Cannot be taken against it.</td>
<td>Can be taken against it e.g. Prevention of Atrocities act 1991.</td>
</tr>
</tbody>
</table>

3.8 Attitude in Civil Services

Democratic Attitude

It is formed as a result of popular opinion. It takes care of the needs and aspirations of the citizen at the maximum level. It mostly comes from the political executive which endorse a majoritarian support e.g. In ancient times the king used to commission a monument just to give basic salary to its citizens. It may be argued that there was no requirement of any such monument at all.

3.9 Bureaucratic Attitude

Behaviour is entirely based on rules and laws. It is mostly followed by civil servants—the permanent executive e.g. Many a times financial prudence can be given priority over a welfare scheme. It has therefore the capacity to antagonise the political executive e.g. Anti-encroachment drive on an illegal settlement. It may clear the land for the highway but it may be antagonistic to the vote bank of the political executive.
However, in certain cases strict adherence to the rules/laws/protocol may lead to disruption in public service delivery or may go against the spirit of the law. In any such case the spirit of the law should be the guiding law and not the letters of the law.

**Popular Perception about Civil Services**

In India the civil services retain its colonial character. This factor has the most prominent role in shaping the people’s perception about the civil services.

1. There is a belief that civil services provides the ultimate source of power to do both good and bad. There still exists a belief in rural India that the collector can provide the panacea to all the predicaments.

2. On the contrary there also exists beliefs that civil servants are the most corrupt servicemen in India. Such a belief gets strengthened when a first hand experience of bribery is observed by someone.

3. There also exists perception that civil servants are indeed the steel frame of Indian Democracy as Sardar Patel observed it to be.

**Attitude towards Corruption**

Attitude towards Corruption can be understood by looking at its 2 types- giving or accepting bribes. Let’s see how it goes.

Bribe givers can be sub categorized into 3 groups: first are those who willingly give bribe to get things done which are not as per law e.g. giving bribe to traffic policeman to evade penalty. Then some people give bribe for things that are otherwise correct but they don’t want to be in que e.g. bribing ticket checker for confirm train berth. The third category are type of people who are forced to give bribe because corruption is institutionalized for a particular process e.g. giving bribe to policeman for character verification in passport issuing process.

Now corrupts also are divided into 2 categories. First lot do corruption willingly, they know what they are doing. Second type are not corrupt otherwise but later become corrupt due to peer pressure or to survive in a system where corruption is institutionalized.

So following points can be generalized about attitudes towards corruption:

1. Certain individuals may look corruption as a way forward for their stuck work. So they do not denounce corruption per se. Such individuals are often involved in illegal activities. Such an attitude towards corruption is lousy and unwarranted. They often have a positive attitude towards corruption and often create a mob of like-attitude persons who then create a nexus among them.

2. Then comes those who remain silent even when pressurized to give bribery. Their attitude is questionable because they are giving their interest over community/national interest. Such an attitude comes under the category of ambivalent attitude.

3. Then there are whistleblowers who are vigilant citizens who denounce corruption altogether and raise a red flag as and when they come across corruption. Such an attitude is an Explicit attitude. They fall into highly accessible attitude and the attitude strength is very high.

### 3.9 Theories of Attitude Formation

#### Classical Conditioning

It is also called learning by association. Attitudes are learnt by associating good or bad characteristics to an object. Associating bad or good attributes to an object may be based on personal experience of the individual or his knowledge about the pros and cons of the object.

An individual form a negative attitude towards a thing, to which he associates negative characteristics. For example, an individual may associate bad characteristics to junk foods, such as that it contains a high amount of sugar and fats, it causes obesity and health complications. This individual will have a negative attitude towards the junk food consumption.

On the other hand, another person, associate good characteristic to junk foods, such as that it has a good taste, it has high energy and so on. Such an individual will form a negative attitude towards the junk food consumption.

#### Instrumental Conditioning

It is called learning through reinforcement – punishments and rewards. Positive or negative attitude towards an object is formed on the basis of consequences of coming across the object. Anything that gives you a positive consequence, you would develop a positive attitude towards it. For example, a student studying devotedly gets
high marks, wins a prize and is appreciated by others for his high marks. He develops a positive attitude towards hard work (study).

Similarly, any negative consequence of an action leads the formation of a negative attitude towards it.

Imitation or Observation

Attitudes are formed through imitating and observing others. We observe the preference, choices, and attitudes of other people towards different things which also shape our own attitude towards those things. We imitate others in developing a specific attitude towards a thing. Similarly, we come to know about certain information and facts regarding things which influence our attitude toward those things.

3.10 Cognitive Dissonance

People tend to seek consistency in their beliefs and perceptions. So what happens when one of your beliefs are in conflict with another previously held belief? Or what happens if you engage in behaviors that are in conflict with your beliefs?

The term cognitive dissonance is used to describe the feelings of discomfort that result from holding two conflicting beliefs.

When there is an inconsistency between beliefs and behaviors, something must change in order to eliminate or reduce the dissonance.

Examples

Cognitive dissonance can occur in many areas of life, but it is particularly evident in situations where an individual’s behavior conflicts with beliefs that are integral to his or her self-identity. For example, consider a situation in which a man who places a value on being environmentally responsible just purchased a new car that he later discovers does not get great gas mileage.

Conflict

- It is important for the man to take care of the environment.
- He is driving a car that is not environmentally friendly.

In order to reduce this dissonance between belief and behavior, he has a few different choices. He can sell the car and purchase another one that gets better gas mileage or he can reduce his emphasis on environmental responsibility. In the case of the second option, his dissonance could be further minimized by engaging in actions that reduce the impact of driving a gas-guzzling vehicle, such as utilizing public transportation more frequently or riding his bike to work on occasion.

3.11 Social Influence

Introduction

Social influence is defined as change in an individual’s thoughts, feelings, attitudes, or behaviors that results from interaction with another individual or group perceived to be similar, desirable, or expert. The change in behavior that one person causes in another can be either intentional or unintentional.

For example, a persuasive argument might be even more effective if your teacher (an authority figure with social power) is an expert on a topic as opposed to just having some knowledge about the topic. If the teacher is able to change your attitude in the direction of the argument, they have used a type of social influence.

Sources

Taking a broad perspective, we can think of social influences at the three levels of analysis recognized by sociologists. In a nutshell, people are influenced in many different ways by:

- Social Institutions: Organized religions, political parties, and labor unions are social institutions that influence our attitudes, beliefs, values, and behavior.
- Interactions with other People: The people we interact with, at home, at work, or at play.
- Individual Socialization: Beginning in infancy, the process by which we are inducted into a culture or a society.

Individuals are as unique as fingerprints. Nevertheless, the degree to which people are open to social influence depends on how they are socialized. The language we speak, the ideas we hold to be true, and all the ways we are likely to behave are products of socialization.

Types

Conformity

Conformity can be defined as adjusting one’s behavior or thinking to match those of other people or a group standard. There are lots of reasons why people conform, including the desire/need to fit in or be accepted by others and maintaining order in ones life.

The size of a majority can affect conformity rates within a group. Further group consensus and objecting members can affect conformity. Unanimity of opinion amongst members increased conformity, whilst dissenting voices encouraged other members to behave independently.

Cultural differences can also influence conformity. Conformity levels have been found to be lower in cultures where individualism is valued (particularly in Western
countries such as the UK and US). In collectivist cultures, where individuals are expected to behave and work in a way that benefits society as a whole, conformity is often higher.

For example, when you go to class, do you sit in a chair like other students or sit in the aisle? Do you face the front of the room like everyone else or do you sit facing the back wall?

**Compliance**

Compliance is the tendency to agree to do what is requested especially if there are certain factors present: a feeling that there is give and take, believability, likability, limited supply and positive feedback from others.

Compliance may be achieved using a number of techniques known as compliance strategies. These are often used by sales people to persuade potential customers to fulfill their request to place orders.

Compliance strategies include the foot-in-the-door technique, which involves a person making a small initial request in order to gain compliance with another question. Once a person has complied with a request, they are more likely to agree to a later, more significant, request. For example, a car sales representative may ask a prospective customer to agree to test-drive a new car. If the person agrees, they may be able to persuade them to extend their compliance by accepting a later request to buy the car.

The door-in-the-face technique is another compliance strategy which takes an opposite approach. An unreasonably large request is made initially, followed by the request that the subject is expected to comply with. A person will almost certainly reject the first request, but the second appears more reasonable when compared to it, and so they may be more inclined to comply with the second proposition.

For example, soft drink labels have long used celebrities to increase compliance. The ordinary consumer would buy the drink because they liked the celebrity, assumed that the celebrity approved the product, and believed what he had to say about it.

**Obedience**

Obedience occurs when you change your opinions, judgments, or actions because someone in a position of authority told you to. The key aspect to note about obedience is that just because you have changed in some way, it does not mean that you now agree with the change. e.g. In 1961, as the Nuremberg trials were taking place in Israel, the Nazi Adolf Eichmann gave testimony in his defense that he was merely following the orders of higher-ranking officials when he carried out war crimes leading to the Holocaust.

**Principles of Social Influence**

Cialdini has created the six general principles of social influence:

1. **Principle of Reciprocity**: We must treat others as they treat us. And if previously we have given a concession, favor, or little gift ... we may easily achieve our goal. Example: if you have previously left notes to someone that person will feel obligated to return the favor. If before asking to go to a particular movie invite your friends around, you have every chance to listen to you later.

2. **Principle of Scarcity**: We value what is more difficult to achieve or opportunities that may escape. If something is censored or banned it seems to attract us. It is the effect that gets alcohol in teenagers, as they are prohibited their attention even more.

3. **Principle of Social Validation**: It is the tendency to act like other people. We are like a flock of sheep, yes, but evolutionarily it is often safer than other things e.g. Every second boy is following the same hair style these days.

4. **Principle of Sympathy**: Humans tend to do what people want. Yes, if you are the “good guy” of the class, you're going to get before notes. It is what it is. Attractive people raises more automatic positive responses, I think it is not difficult to realize that TV ads generally people are good-looking.

5. **Principle of Authority**: We tend to obey the boss. If your father is asking you to approach your brother drive, surely you will do before it own brother. This also works as a “professional dentist” sell us an excellent toothpaste supported by “9 out of 10 dentists,” I do not know what kind of casting made to enter dental school but they are all good-looking people. Yes, they are actors. But it seems that if truth dentist and knows the subject the better the product.

6. **Principle of Consistency**: It refers to the tendency to be consistent with previous actions and previous commitments. If, for example, instead of asking all the
3.12 Persuasion

Persuasion is the process of changing or reinforcing attitudes, beliefs or behaviour of a person through communications from other people. It can be simply defined as “changing people’s attitudes and behaviour through the spoken and written words”.

Persuasion helps in reaching decisions on social, economic issues/policies to make the process of governing or control easier. The art of persuasion can save many lives when used constructively. Advertising, selling, negotiating in mass media, peace talks at international level are the examples of persuasive aspect of communication.

Persuasion, the process by which a person’s attitudes or behaviour are, without duress, influenced by communications from other people. Not all communication is intended to be persuasive; other purposes include informing or entertaining. Persuasion often involves manipulating people, and for this reason many find the exercise distasteful. Others might argue that, without some degree of social control and mutual accommodation such as that obtained through persuasion, the human community becomes disordered. In this way, persuasion gains moral acceptability when the alternatives are considered.

To paraphrase Winston Churchill’s evaluation of democracy as a form of government, persuasion is the worst method of social control—except for all the others.

Process

Persuasion is a process, which means it goes through steps. First, the persuader must identify a goal, want or desire. Some goals don’t require the cooperation of others. For example, if I am bored I might decide to watch television, play a video-game, or walk over to the swimming pool for a swim. Ordinarily, persuasion isn’t needed in those situations (although I may have to persuade someone else to let me use the TV, for example). Other goals are unrealistic; I want someone to give me a million dollars, I want world peace today, I want to fly on the very next Space Shuttle mission. It is not likely that persuasion will help these goals. However, often the goals that we want to attain are possible, but require the cooperation of others. When we have a goal that others might be willing to help us obtain, identification of that goal is the first step in persuasion.

Second, we have to identify the right audience; the groups of people who can help us achieve our goal. It has to be a group that we can speak with or write to (we have to be able to get our message to them). They must also have what it takes to obtain our goal. They may have information, or money, or power. But for persuasion to be successful, the audience has to be able to grant our wish.

Third, we have to make up a message. For simple and easy requests, just asking might be enough. For other goals, we will have to convince the audience, persuade them, or give them reasons to do what we want. It is important not to just tell them why we want them to do something. Persuaders can be more successful when they can make the audience want to help us achieve our goal. This means that we should understand our audience. We can increase our chances of convincing them to help us if we know our audience. Knowing what the audience knows, what interests the audience, what is important to them, can be very helpful.

Fourth, the message has to be conveyed to the audience. In interpersonal relations, this simply means meeting (or calling, or mailing) the other person. Other messages, like advertisements, require more elaborate preparation and distribution arrangements. But persuasion can’t be successful if messages do not reach its intended audience.

Persuasion and Attitude Change

There are Two influential theories which determine that how persuasion can lead to attitude change, Chaiken’s heuristic-systematic persuasion model, and Petty and Cacioppo’s elaboration likelihood model, have tried to specify when people will be more influenced by message content and when they will be more influenced by superficial characteristics of the message.

Heuristic-Systematic Model of Persuasion: the theory that there are two ways in which persuasive communications can cause attitude change: people either:

(i) process the merits of the arguments, known as systematic processing, or

(ii) use mental shortcuts (heuristics) such as “Experts are always right”, known as heuristic processing.

Elaboration Likelihood Model: the theory that there are two ways in which persuasive communications can cause attitude change:

(i) the central route occurs when people are motivated and have the ability to pay attention to the arguments in the communication

(ii) the peripheral route occurs when people do not pay attention to the arguments but are instead swayed by surface characteristics (e.g., who gave the speech).

Factors that Determine Central or Peripheral Route to Persuasion

The key, according to both theorists, Petty & Chaiken, is whether people have the motivation and ability to pay attention to the facts.
People who are interested, motivated, and have the ability to pay attention to the arguments are more likely to take the central route. Thus, when an issue is personally relevant, people will pay attention to the arguments of the speech and will be persuaded to the extent that the arguments are sound (central route to persuasion). When an issue is of low personal relevance people will not pay as close attention to the arguments. Instead, they will take a mental shortcut, following such peripheral rules as 'Prestigious speakers can be trusted.' (Peripheral route)

Factors Making One more Persuasive

These are the important points which needs to be taken care of for a good persuader.

Credibility of the Source

Credibility of the source was an important determinant of the persuasiveness of the message. However, the impact of message source may decay over time. Credibility of the source are tied to a number of characteristics:

Expertise: Does the source appear to be knowledgeable on the topic? A source may be perceived to have expertise even if he doesn’t e.g. “I'm not a doctor, but I play one on TV

Trustworthiness: If the source seems honest and straightforward we are more likely to be convinced by what she says. Another source of trustworthiness is situational. If the speaker or author is perceived to be arguing in favor of a position that is in her self-interest she will be less persuasive

Charisma: Personal charm or likability. Physical attractiveness. Physically attractive people are liked, trusted

Homophily: If the speaker is a lot like the audience member, he is more likely to be persuasive

Says what

- Depends on Structure of arguments like:
  - One-sided vs. two-sided
  - Primacy vs. recency
  - Conclusive vs. non-conclusive
- Rational vs. emotional appeals
- Visual vs. semantic appeals

How it is being said

- Structure of arguments
  - One-sided vs. two-sided
  - Primacy vs. recency
  - Conclusive vs. non-conclusive
Types of Persuasion Resistance
Resistance to persuasion is not just one single thing. One encounters three kinds of resistance: skepticism, reactance, and inertia.

Skepticism is resistance to the content of the message. Skepticism focuses on the logic and evidence of the arguments in the message, and produces a desire to critically evaluate and refute those arguments.

Reactance refers to the negative reaction people have to someone else telling them what to think or do. Reactance is resistance to the influence attempt itself. The contrariness produced by reactance leads people to counter the persuasion, no matter what it advocates, and to reestablish their freedom to think by choosing the opposite.

Inertia is an objection to change itself, no matter which change is advocated. With inertia, people don’t pay attention to the message. They aren’t interested in the change. They just want to keep things the way they are i.e it is a quality that focuses more on staying put than on resisting change. For instance, the practice of giving and taking bribes has gained acceptance in public service delivery in the country due to the inertia on the part of the people.

Increasing Resistance to Persuasion
Sometimes it is advisable to increase one’s own resistance or someone else’s resistance to unwanted persuasion.

Skepticism can be strengthened by:
(a) Increasing a person’s motivation to examine the message.
(b) Assembling information and tools to effectively evaluate a message. Realizing that persuasion is coming will energize both aspects of skepticism.
(c) Also, considering the ways this topic is personally important will increase the energy available to critically and carefully think through a message or proposal.

Reactance can be increased by focusing on how the persuasion is manipulative and aimed at limiting freedom. Reactance is stronger when the unwanted influence is directed toward more important values and actions, and when the unwanted influence is more intrusive and offensive. Thoughts that emphasize these aspects of the influence increase the reactance form of resistance.

Inertial resistance can be strengthened by focusing on the current situation, particularly on what is liked about the present situation, and how difficult it would be to change. The nonsmoker who makes a mental list of the top five things to like about being a nonsmoker is bolstering inertia.
Decreasing Resistance to Persuasion

There are times when a person meets resistance, even his or her own resistance to a proposal, and feels that it is baseless and that it prevents a recommendation or change from being realistically considered. In these cases, it may be useful for the person to think of ways to minimize or reduce resistance.

A subtle way to diminish skepticism is to provide a guarantee, which eliminates the need for skepticism and scrutiny by assuring that a bad outcome will be repaired. When a guarantee is not feasible, asking the person (or yourself) to consider the proposal for the future—for example, “What if next year at this time you were a nonsmoker?”—can reduce skepticism.

Reactance can be lessened by minimizing the pushiness or offensiveness of the request. This can be done by making a smaller request, which might be followed later by a larger one. Reactance can also be diminished by making the request politely. Saying, “I know that you might not want to, but would you...” rather than simply saying “Would you...” increases persuasion dramatically.

The interesting problem with inertia is that this form of resistance is unresponsive to persuasion. It is the tuning out of persuasive messages. So, to reduce inertia, one has to do something to make the person tune in to the message e.g. Many television ads are designed on the principle that they first have to capture the audience members’ attention before they can hear the message.

Application of Persuasion in Governance

Before exploring the application of persuasion in governance it is wiser to first understand a little bit about the term ‘governance’. Governance should not be confused with government. “Governance involves interaction between the formal institutions and the civil society. Governance refers to a process whereby elements in society wield power, authority and influence and enact policies and decisions concerning public life and social upliftment.”

Hence, exchanges that take place under the umbrella term ‘governance’ are multidirectional. This is where the use of persuasion comes in. Some clear cut applications are mentioned here:

1. Persuasion of subordinates/juniors by a senior officer to work late in office, using the washroom with hygiene, forbid eating gutkha in offices, forbidding involvement in any type of bribery and so on.

2. On ground persuasion-this involves a wide variety of incidents like: persuading protestors to calm down, persuading mothers to send their children to school, persuading pregnant females to get institutionalized delivery, persuading citizens to stay calm during an anti-encroachment drive and so on.

3. Persuasion can also be useful during an inter-personal communication between a political and a permanent executive. Civil servants can persuade their political bosses to bring in better more targeted schemes. They may also persuade the regime to use newer ICT methods of service delivery.

4. Effective persuasion is also needed from citizens side towards the establishment about the needs and aspirations of the people e.g. Citizens can persuade Public Works Department to rejuvenate a local pond.

5. Further, persuasion is the key for diplomacy. It is an obligatory demand over every diplomat to show good qualities of a persuader. A diplomat who has better persuading skills may surely bring a better deal on the table.