

Steps & Obstacles to Helping



STEP ONE

- Notice something is happening
- OBSTACLE: _____



Latané & Darley (1968)

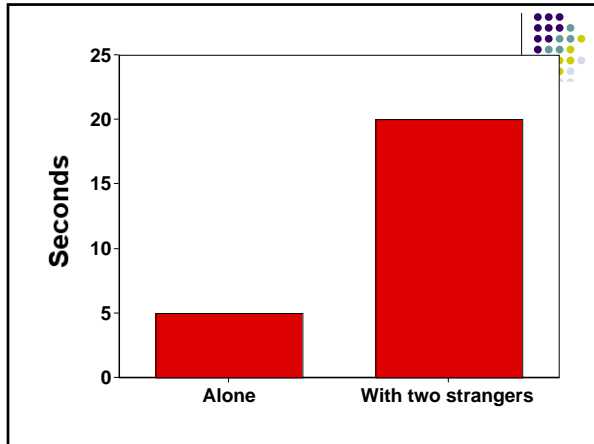
Independent variable:

- _____
- _____

Dependent variable:

Time taken to notice smoke





STEP TWO

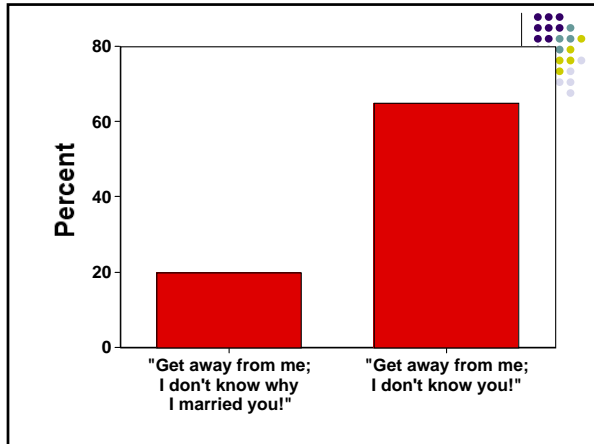
- Interpret the event as an emergency

Shotland & Straw (1976)

Independent variable:
 In a staged fight between a man and a woman, the woman said:

- “Get away from me; I don’t know you!”
- “Get away from me; I don’t know why I married you!”

Dependent variable:
 Percent helping



STEP TWO

- Interpret the event as an emergency
- OBSTACLE:

Each person in a group decides that because nobody else seems concerned, nothing is wrong.

STEP THREE



- Take responsibility for providing help
- OBSTACLE:

Tendency for each group member to dilute personal responsibility for acting by spreading it among all other group members.



STEP FOUR



- Decide how to help

Two Ways to Help



- Offer _____ help (e.g., CPR)
- Offer _____ help (e.g., call 9-11)

STEP FOUR



- Decide how to help
- OBSTACLE:

Cramer et al. (1988)

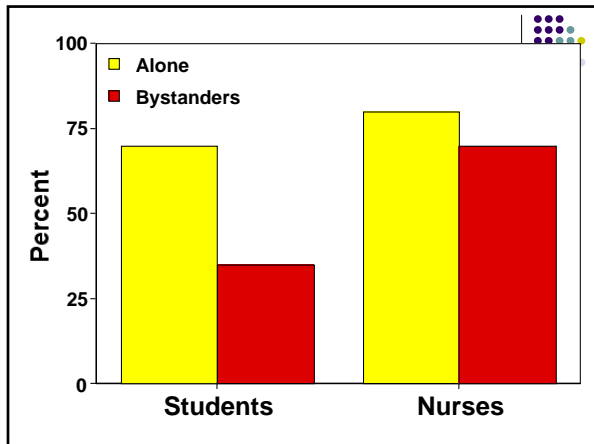


Independent variables:

- _____ vs. nurses
- _____ vs. bystander

Dependent variable:

Percent helping



STEP FIVE

- Provide help
- OBSTACLE: Audience Inhibition, time, etc.

Group Size Makes Obstacles Worse!

- distraction
- pluralistic ignorance
- diffusion of responsibility
- feelings of incompetence
- audience inhibition

Other Obstacles



Rosenbaum & White (1967)



Independent variable:

- _____ model
- _____ model

Dependent variable:

Percent donating to orphans



Darley & Batson (1973)

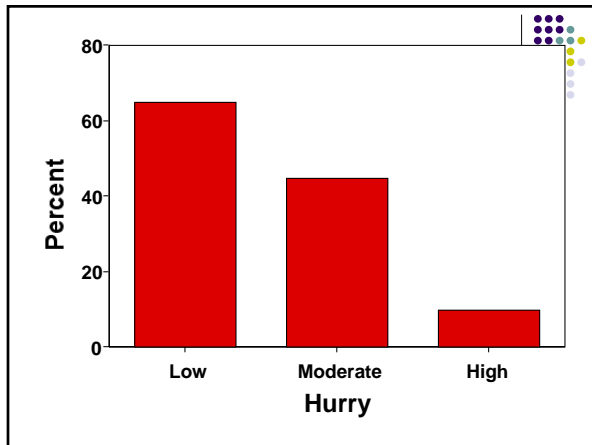


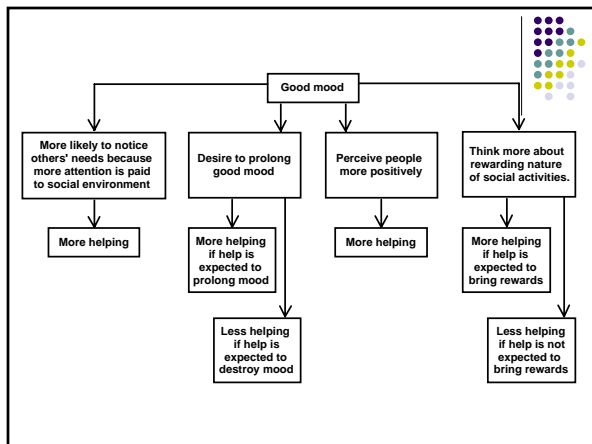
Independent variables:

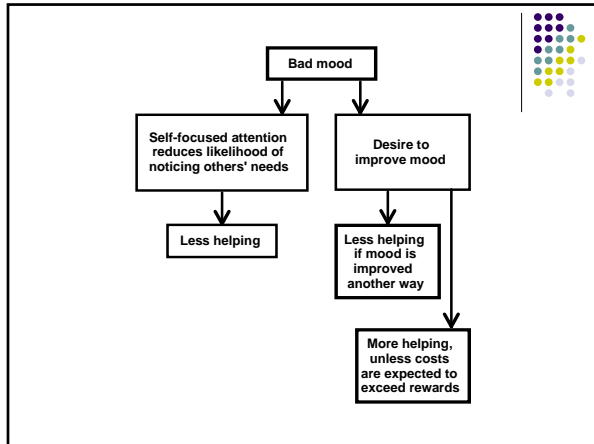
- _____: Good Samaritan or jobs
- _____: Low, medium, or high

Dependent variable:

Percent helping





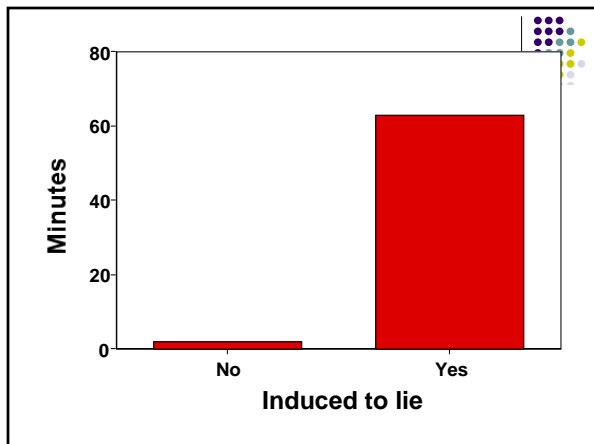


McMillen & Austin (1971)

Independent variable:

- _____
- _____

Dependent variable:
Minutes volunteered to fill in bubble sheets



Personality Traits



- _____ (BAD)
 - The belief that people get what they deserve AND deserve what they get
- _____ (GOOD)
 - Moral inclusion
 - Long-term, nurturing helping

How Can We Increase Helping?



If you need emergency help when in a crowd of people:



Isolate one person from the crowd.
Stare, speak, and point directly at that person.
Say, "You, sir, in the blue jacket, I need help.
Call an ambulance."

Reduces All the Obstacles to Helping



- He notices you. (distraction)
- He should understand that help is needed. (pluralistic ignorance).
- He should understand that he is responsible for helping. (diffusion of responsibility)
- He should understand exactly how to provide help. (lack of competence)
- He should not be inhibited by an audience. (audience inhibition)

Socializing Altruism



- Teach moral inclusion.
- Model altruism.
- Attribute helpful behavior to altruistic rather egotistic motives.
- Learn about the situational factors that inhibit helping.
