



**Public Announcement**

**WE WILL PAY YOU \$4.00 FOR  
ONE HOUR OF YOUR TIME**

**Persons Needed for a Study of Memory**

\*We will pay five hundred New Haven men to help us complete a scientific study of memory and learning. The study is being done at Yale University.

\*Each person who participates will be paid \$4.00 (plus 50c carfare) for approximately 1 hour's time. We need you for only one hour: there are no further obligations. You may choose the time you would like to come (evenings, weekdays, or weekends).

\*No special training, education, or experience is needed. We want:

Factory workers	Businessmen	Construction workers
City employees	Clerks	Salespeople
Laborers	Professional people	White-collar workers
Barbers	Telephone workers	Others

All persons must be between the ages of 20 and 50. High school and college students cannot be used.

\*If you meet these qualifications, fill out the coupon below and mail it now to Professor Stanley Milgram, Department of Psychology, Yale University, New Haven. You will be notified later of the specific time and place of the study. We reserve the right to decline any application.

\*You will be paid \$4.00 (plus 50c carfare) as soon as you arrive at the laboratory.

TO:  
PROF. STANLEY MILGRAM, DEPARTMENT OF PSYCHOLOGY,  
YALE UNIVERSITY, NEW HAVEN, CONN. I want to take part in  
this study of memory and learning. I am between the ages of 20 and  
50. I will be paid \$4.00 (plus 50c carfare) if I participate.

NAME (Please Print) .....

ADDRESS .....

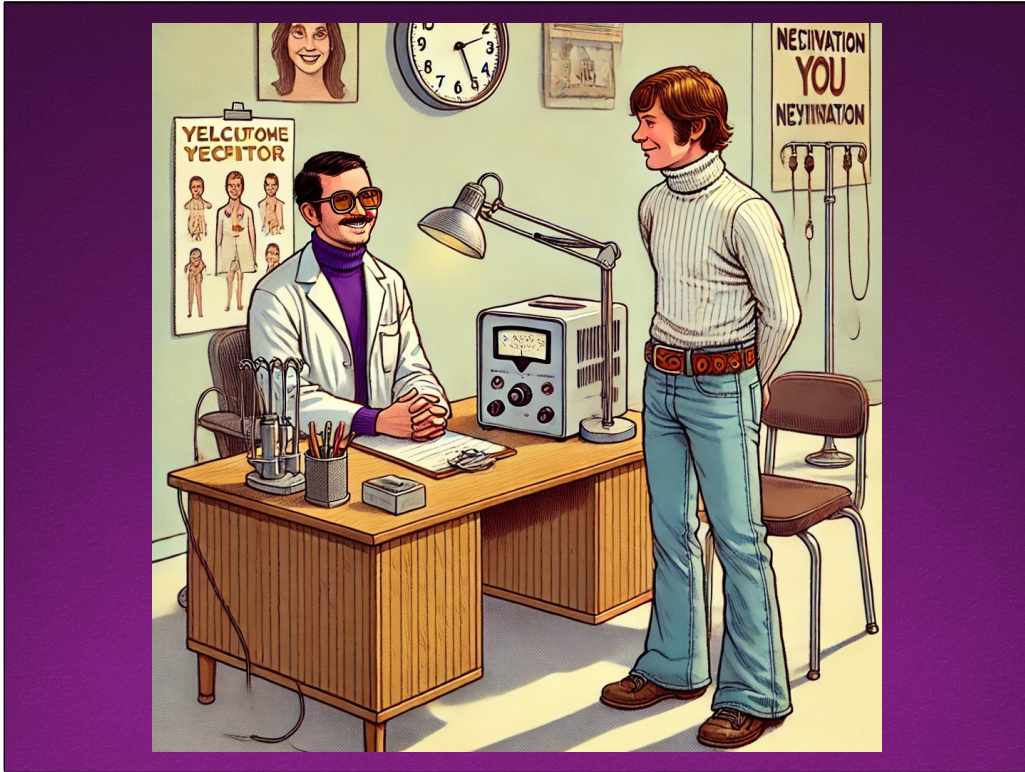
TELEPHONE NO. .... Best time to call you .....

AGE ..... OCCUPATION ..... SEX .....

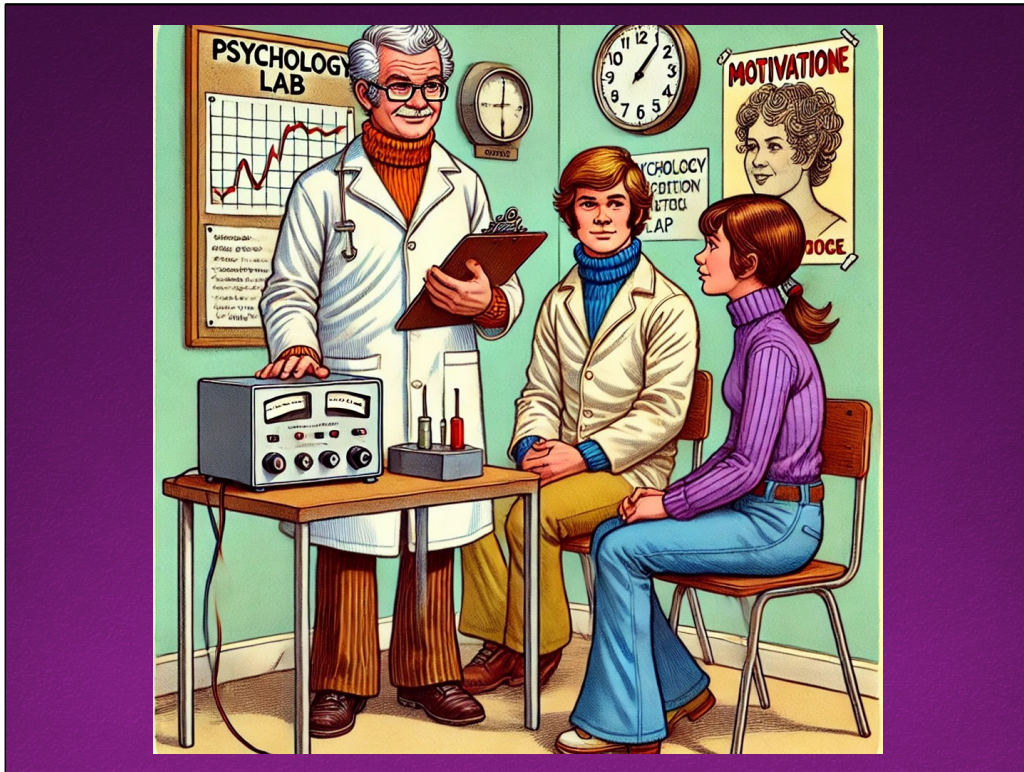
CAN YOU COME:

WEEKDAYS ..... EVENINGS ..... WEEKENDS .....

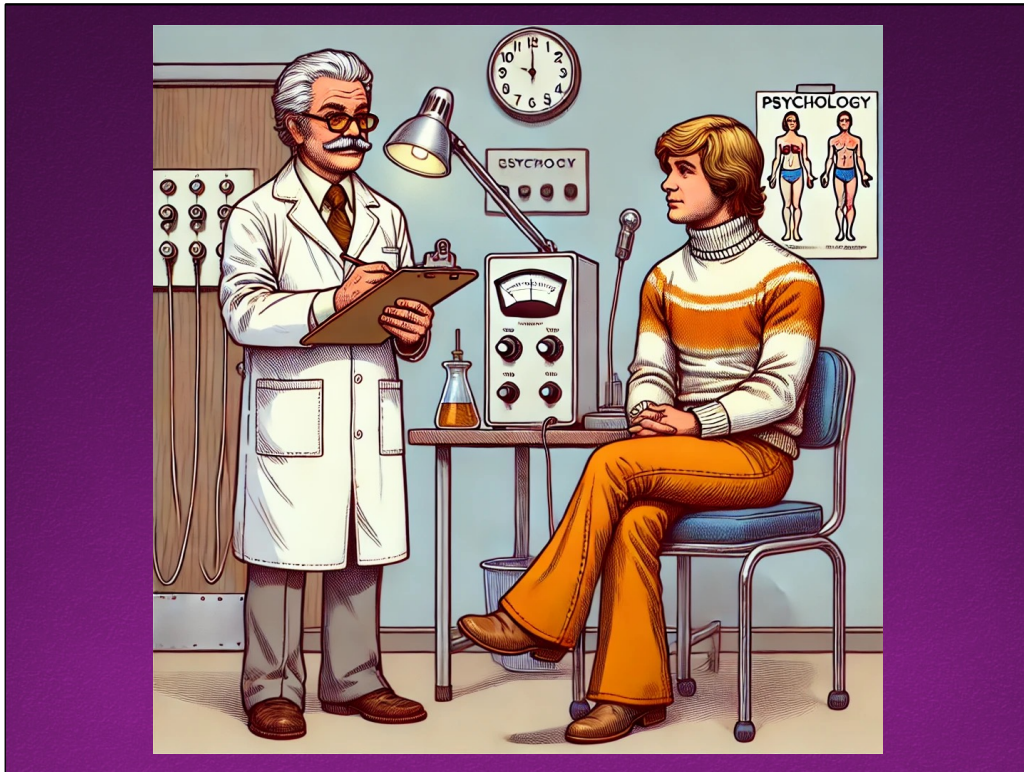
Imagine yourself seeing this advertisement. Would you decide, why not, I will volunteer? This was more than \$40 for an hour today.



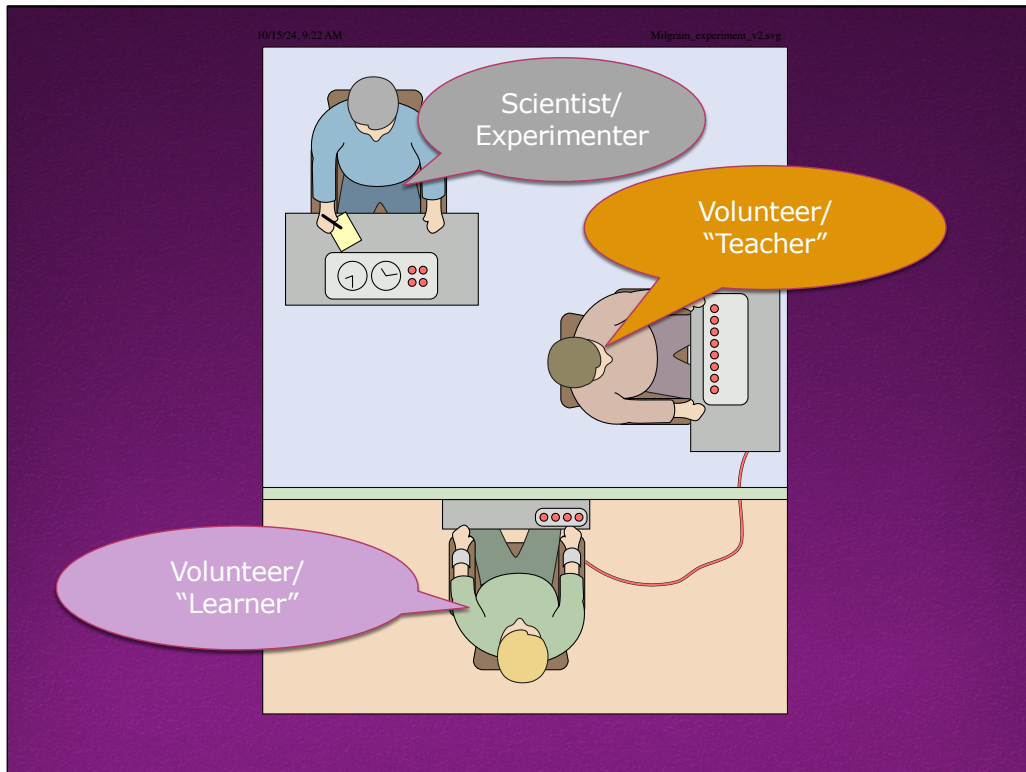
You come in and volunteer. Why not, \$4!



You and another volunteer meet with the psychologist. One of you will be a 'teacher' and the other will be a 'learner.' You draw pieces of paper and you find out you are the 'teacher'. The other volunteer goes into another room; you will talk by intercom, you will not see her during the experiment.



The psychologist explains the experiment to you. It is a study of memory and learning. You will be asking questions of the other volunteer. Each time she gets an answer wrong you will give her a shock...you get a small shock to see what it feels like (it stings). For every wrong answer, the voltage will increase for the next wrong answer.



Here is the set up. You are in a room with a scientist, you ask questions of the other volunteer in the other room. You can't see her but you can talk to her. Each time she gets an answer wrong, you shock her, and the shocks increase in voltage. And by the way, she keeps making mistakes.



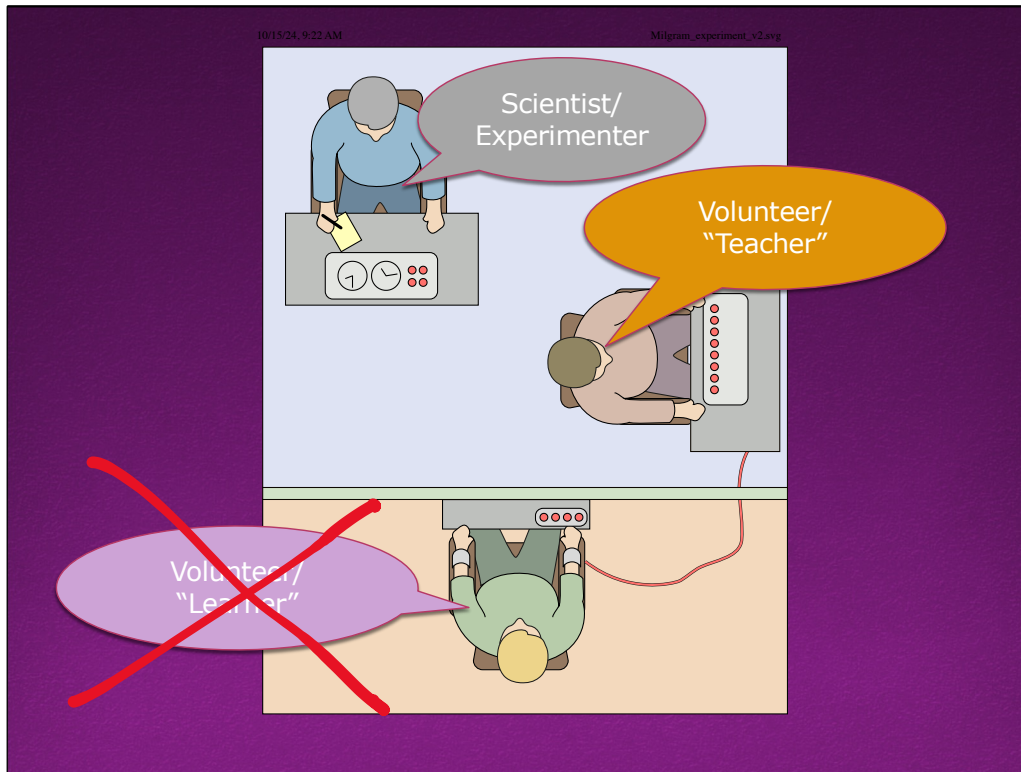
Your research buddy gets a question wrong, then another, and the shocks go up...and she tells you over the intercom, "hey this really HURTS!"



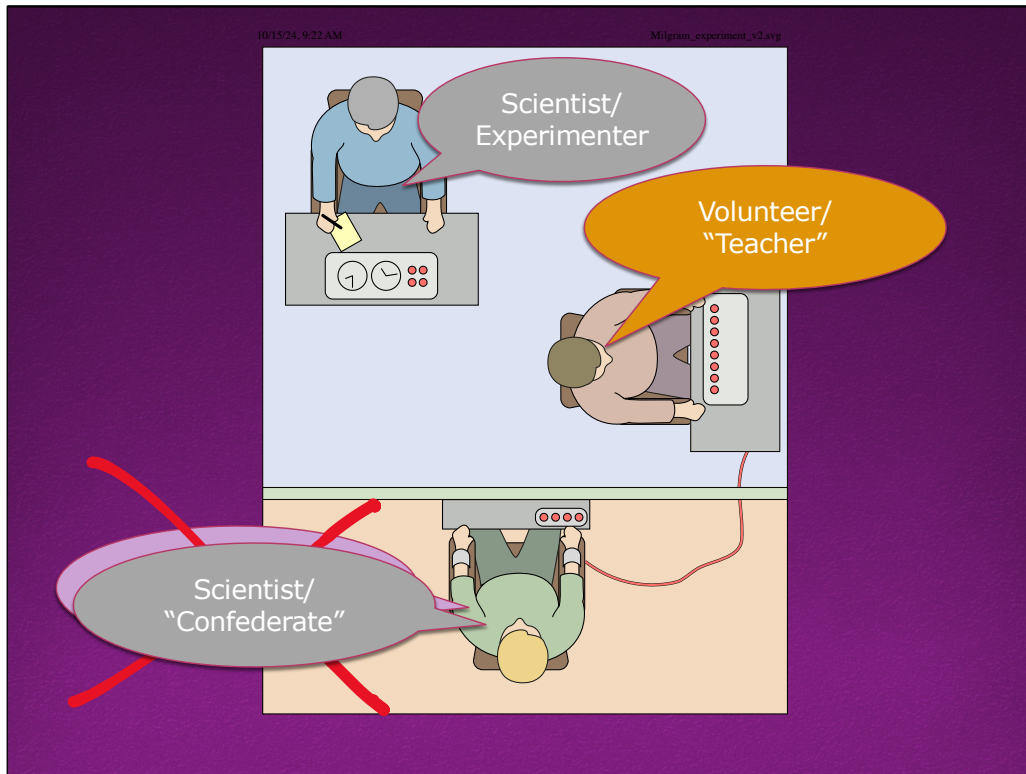
The dial in front of you went up to 450 volts. The learner kept getting questions wrong, and you were told to keep increasing the voltage each time. At some point the person in the other room stops responding...

OK, wait. Let me tell you now this is not exactly what is going on. This is not a learning experiment. You are the experiment.





Remember the set up? The volunteer learner was not a volunteer...that person was part of the research team. She is not hooked up to any device and she is not being shocked at all. Don't worry, she is fine!

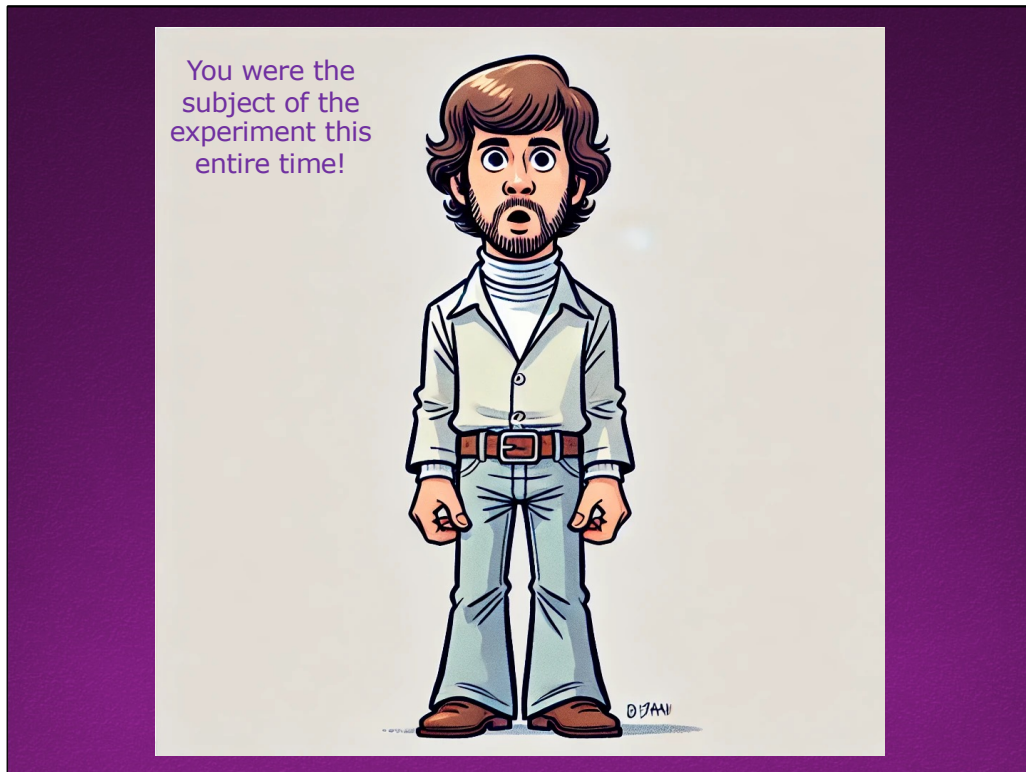


She was messing with your mind the entire time.

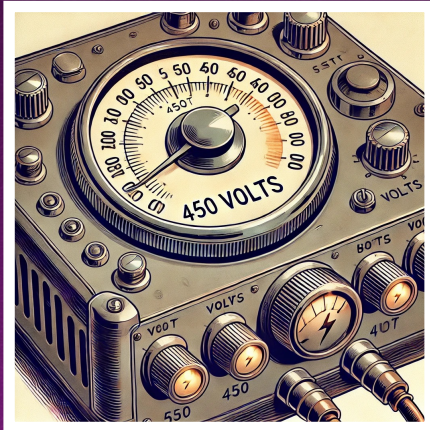


Here is what was going on, what you did not know. Everyone other than you was a researcher or a confederate of the researchers.

Beginning on August 7, 1961, a series of experiments were conducted by psychologist Stanley Milgram at Yale. He intended to measure the willingness of study participants to obey an authority figure who instructed them to perform acts conflicting with their conscience. Participants were led to believe that they were assisting an unrelated experiment, in which they had to administer electric shocks to a "learner". These fake electric shocks gradually increased to levels that would have been fatal had they been real.



The experimenters were messing with you the whole time. They were not trying to study "learning". They were trying to figure out whether you would do what you were told to do, even if it was immoral/morally questionable.



## What were the results?

What percentage of the test subjects went above 100V?

What percentage of the test subjects continued to push the button after the "learner"—remember, this is all fake, the "learner" was one of the psychologists—stopped responding?

How many, or did anyone, go to the maximum 450?

The experiments found, unexpectedly, that a very high proportion of subjects would fully obey the instructions, with every participant going up to 300 volts, and 65% going up to the full 450 volts.

More than 60%!

# These results were shocking.



What do you think  
this experiment tells us?

The experiments found, unexpectedly, that a very high proportion of subjects would fully obey the instructions, with every participant going up to 300 volts, and 65% going up to the full 450 volts.

Before initiating the experiment, Milgram conducted a survey among fourteen senior-year psychology majors at Yale University. These students were asked to estimate how many out of 100 hypothetical 'teachers' would be willing to administer the maximum voltage shock. The results were telling: every respondent believed that only a very small number would go that far, with predictions ranging from zero to three, and an average estimate of just 1.2 participants.

Milgram didn't stop there. He extended his informal polling to his academic colleagues, who also concurred that only a minimal number of subjects would proceed beyond administering a very strong shock.

Milgram's final set of predictions came from forty psychiatrists at a medical school. Their consensus was that most participants would stop the experiment by the tenth shock when the victim demanded to be released. They estimated that at the 300-volt level, when the victim stopped responding altogether, only 3.73 percent of subjects would continue. Moreover, they believed that a mere fraction—"just over one-tenth of one percent"—would proceed to administer the highest voltage available.

These experts were wrong.

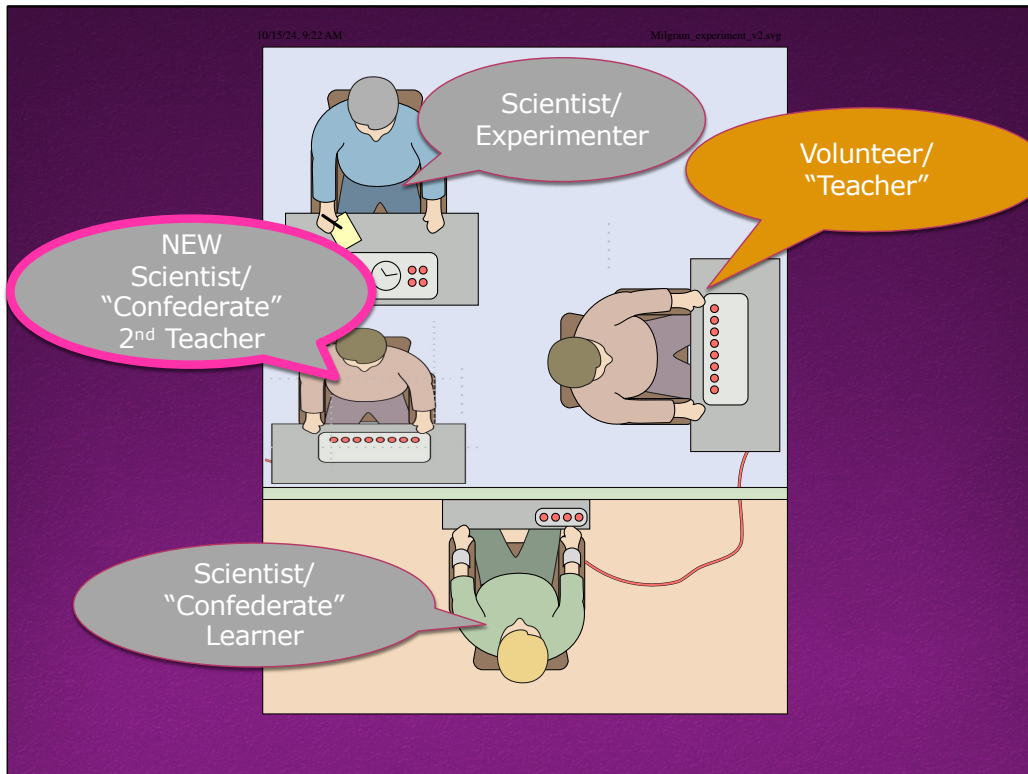
## More than 20 follow on experiments

Generally, the results were consistent with the first experiment.

### Except when...

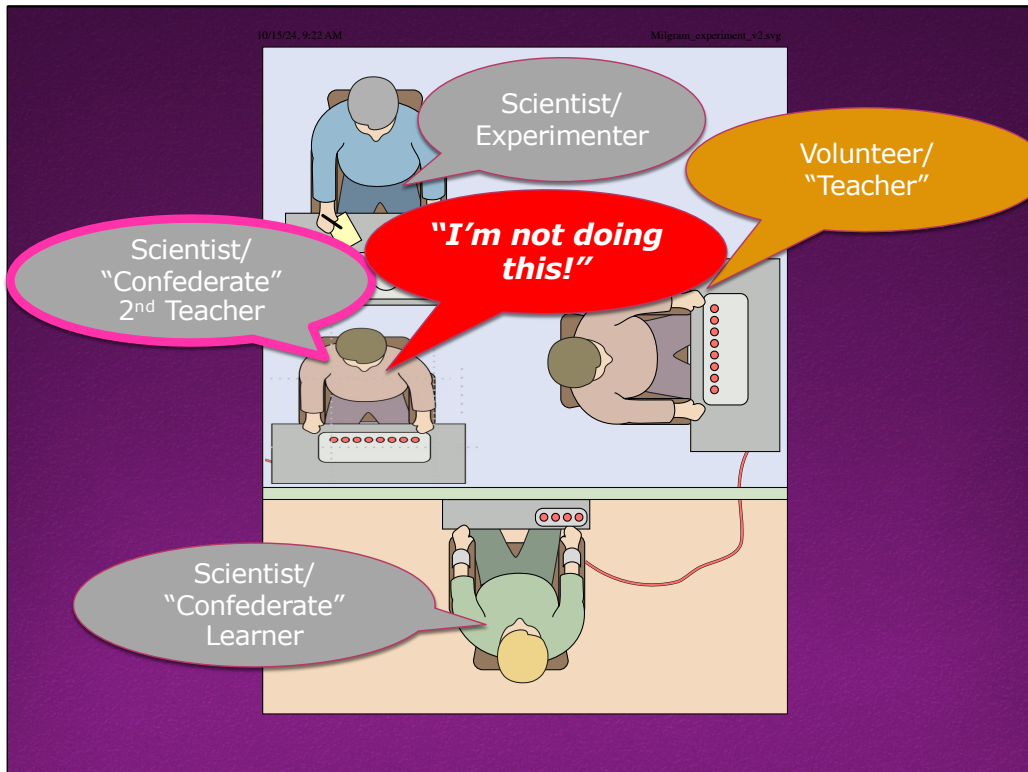
- Varied the placement of the subjects in the room (did having the scientist physically closer matter?)
- Changed instructions
- Different locations (e.g. did being at Yale encourage people to comply?)

Based on these results, Milgram ran many other versions of the experiment.

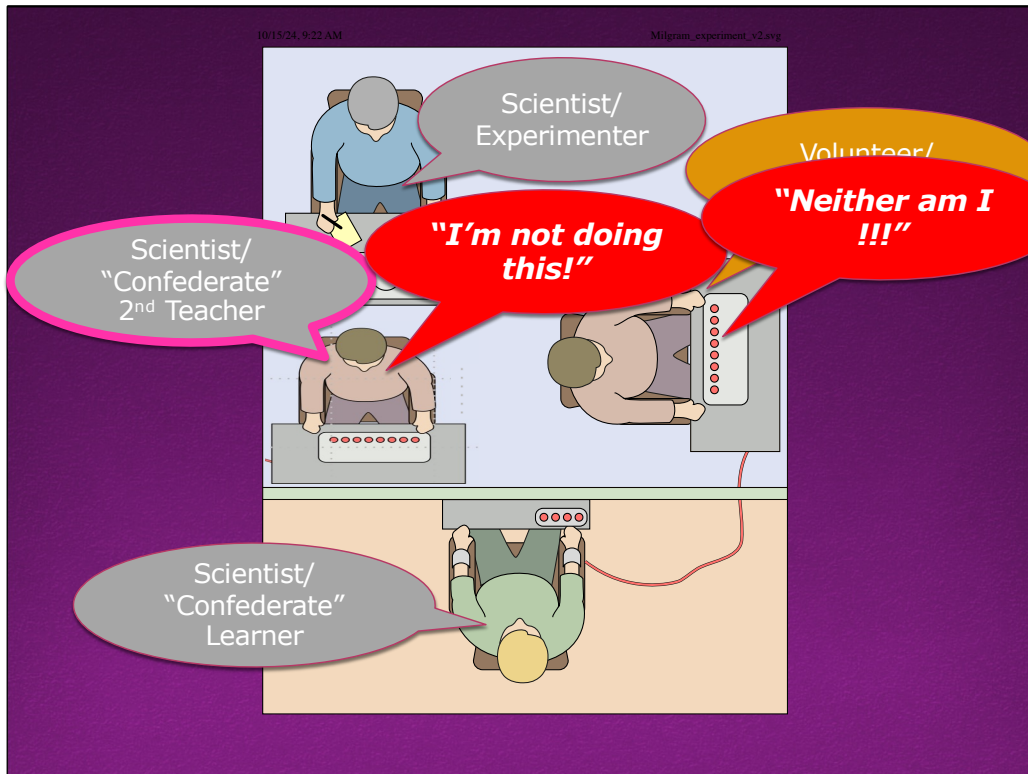


When Milgram put another teacher in the room (again, a confederate/researcher)...

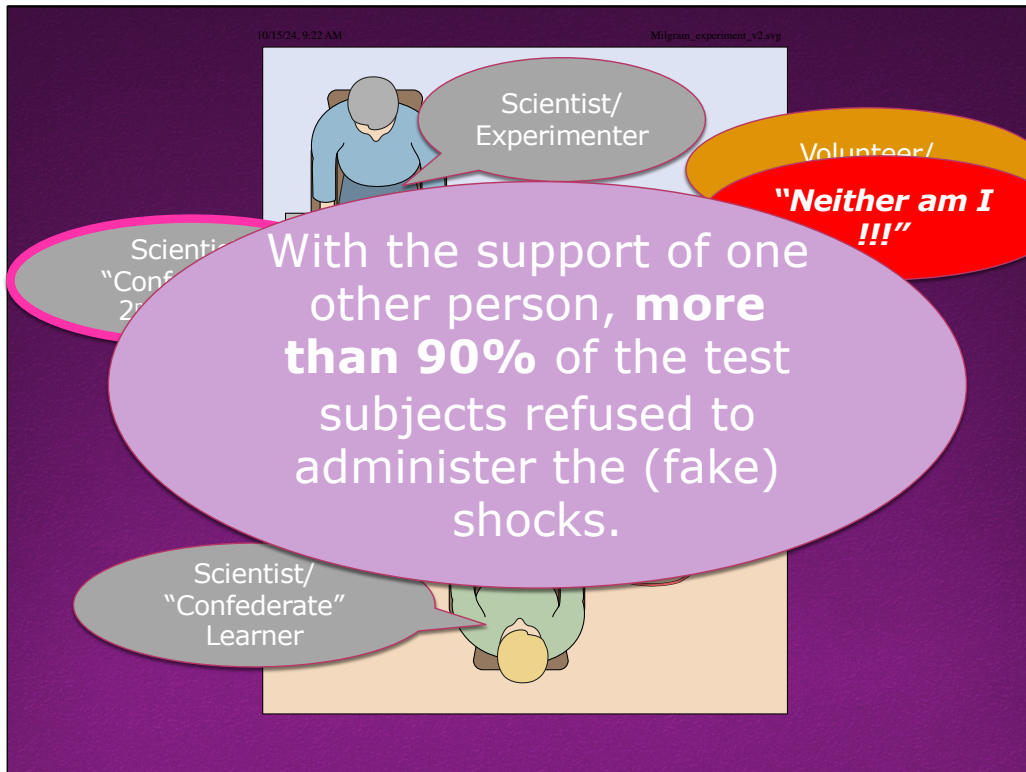


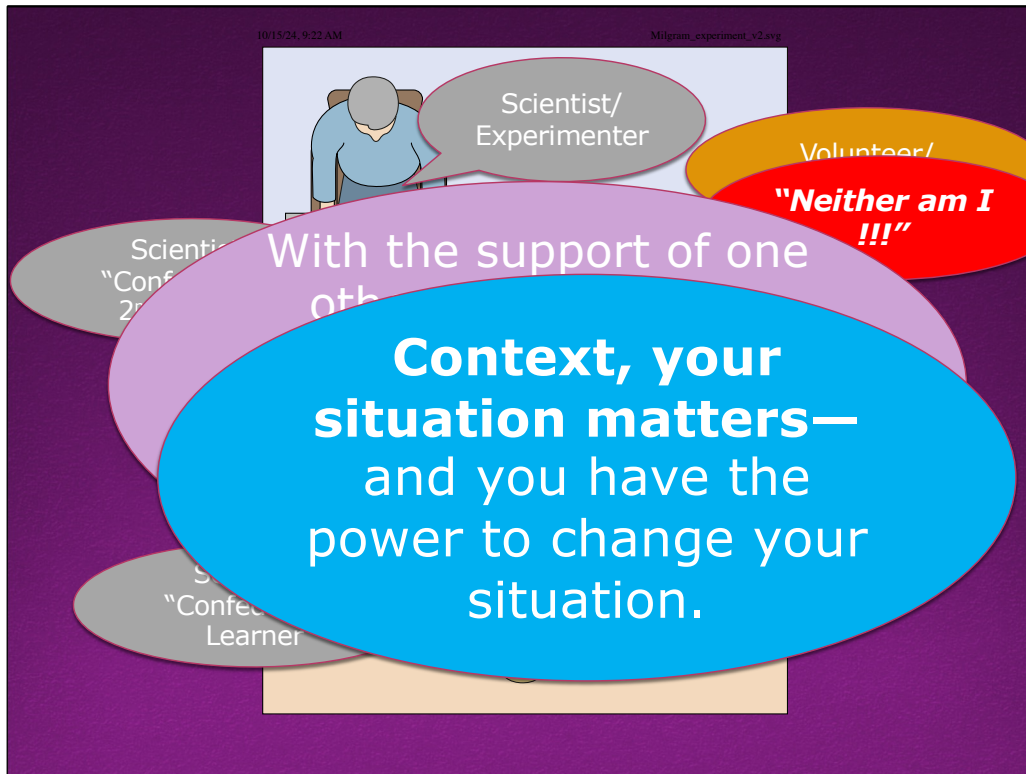


...and that teacher objected...



...in more than 90% of these cases, the subject stopped giving shocks.





Angela Duckworth has an opinion on why this happened.

## Dr. Duckworth's takeaway:

If you want to be a moral person, surround yourself with moral people.



Change your situation so it is easier to be the person you want to be.

This is Angela's 'try easier' idea. Put yourself in a situation where you have support and then you don't have to be on your own. It makes it easier to be brave and principled if you are not alone.

She would say that sometimes you do have to be on your own and gut it out, but having multiple tools in your toolchest helps. Put yourself in situations where you make it easier on yourself when possible. So if you want to be moral, find moral friends, nurture those friendships, and keep them around. You may still have some hard situations, but you are more likely to have support when you need that support.

## **Dr. Duckworth's takeaway:**

If you want to be a moral person,  
surround yourself with moral people.

## **Corollaries:**

If you want to be a grittier person,  
surround yourself with gritty people.

Or nicer...or more grateful...or more curious...

## **Coach Flatow's Add-On:**

People may be more likely to follow your example than  
you think—so try to be brave even if it is hard.

How many of your parents say things like “pick your friends carefully”? I got that advice from my mom too. But here is some scientific support for why this might be important.

Choose your friends to help you be the person you want to be.

You don't have to do it on your own.

### **Story:**

Athlete: But what if your friends are not too motivated?

Stephanie Trafton Brown: Get new friends.

Athlete: (mouth drops open, gasps, shocked. His friend next to him looks worried)

Stephanie: If you hang out with people who are going no where, that is where you are going too.

# Personal development, grit, and context.

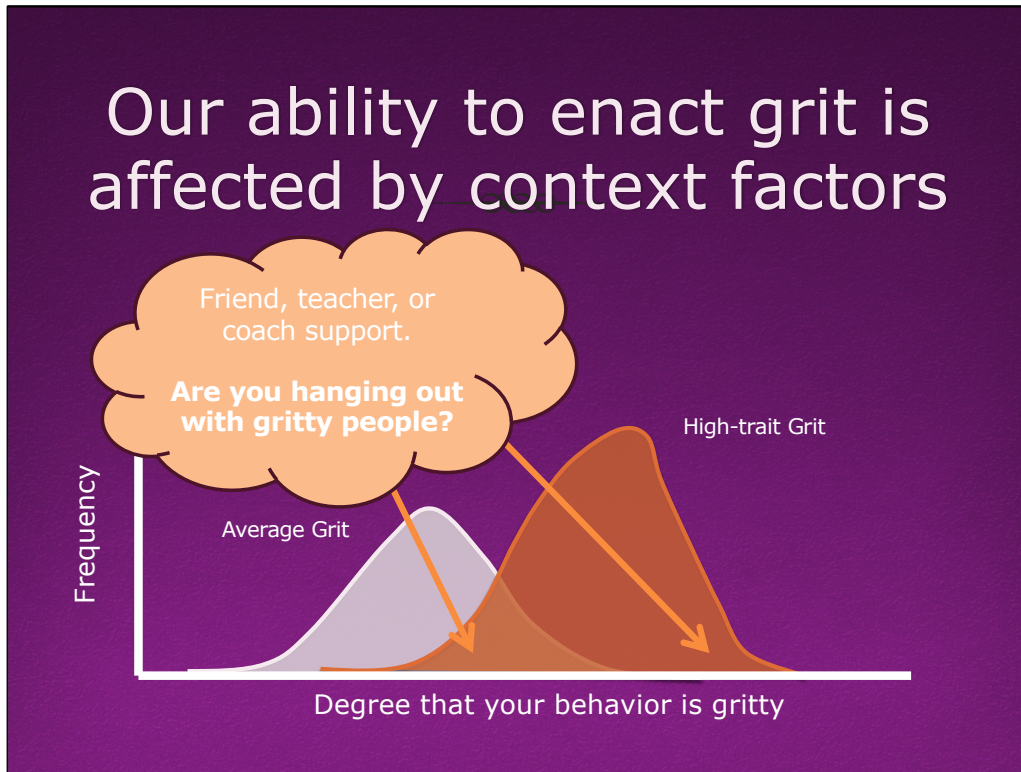


# Personal development, grit, and context.





# Our ability to enact grit is affected by context factors



By the way, advice to kids heading off to college...use your elective classes wisely. Explore different topics and areas of knowledge. In particular..if one of your friends says "this professor is amazing!", TAKE THAT CLASS! I don't care if the class is archeology, or Eastern religions, or creative writing, or Italian eco-cinema of the 1960s and 70s (the last one is a real example from Hopkins!). Seek out great teachers (and coaches). See why they are excited about their subject. See what passion is all about!

Dr. Duckworth would tell you to  
arrange your situation so your  
desired result is "EASIER" to attain



Make it easier to do hard things and  
achieve your goals;  
Evaluate/choose/create your situation



- Shared high expectations
- Gritty
- On-Time
- Nice
- Respectful
- Grateful
- Less trash talk
- Supportive
- Caring



## Why I Coach

I want you to feel all this.

I want you to move from average-level grit, gratitude, kindness, etc to high-trait.

But also I want you to feel what your team, your group, your friends do for you as you strive for your goals.

I can't protect you through your life, but I hope I can help you see how to create the situations that make you safer and happier and more likely to thrive, and help you develop the tools to make good choices, be strong, be safe, get through difficult times...

There are going to be times when you do everything right and don't get the results you want. There will times when people who seem less deserving, who don't work as hard, or are dishonest, or just don't seem like good people, get ahead. But if you make choices according to virtues you value, of grit and loyalty and honesty and kindness, you can better live with the results.