

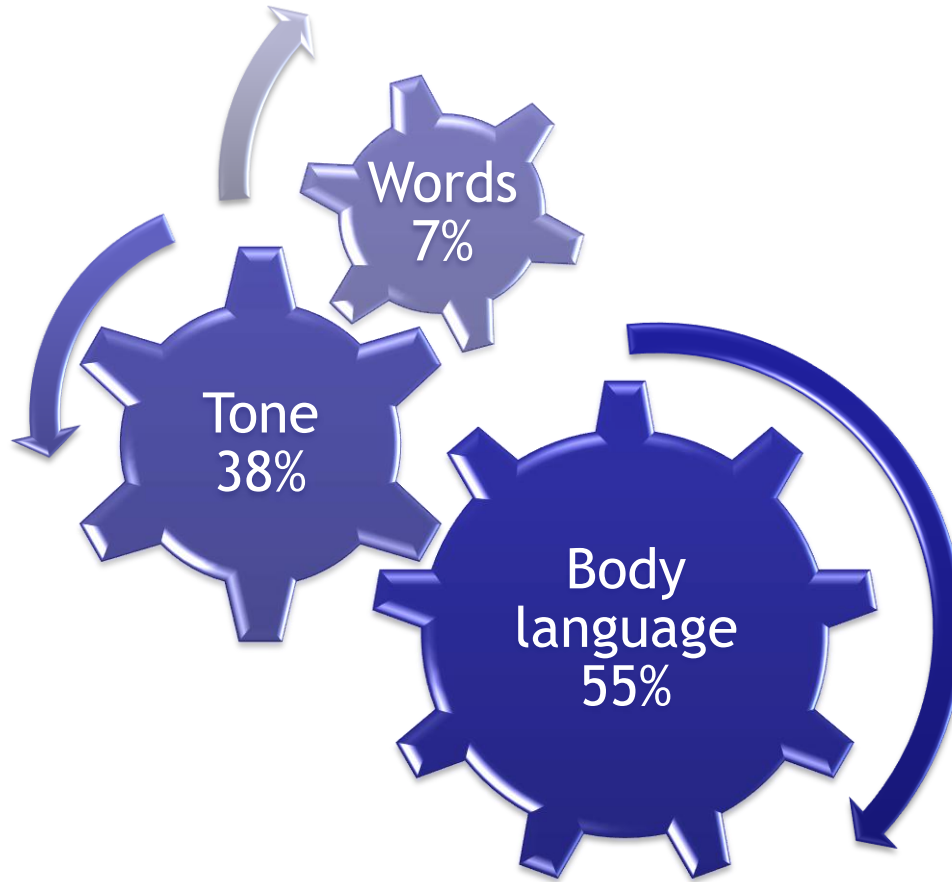
PEARN **KANDOLA**

Influence and Persuasion

Prof Binna Kandola OBE and Stuart Duff

Because all business is psychology.

THE IMPORTANCE OF INFLUENCE

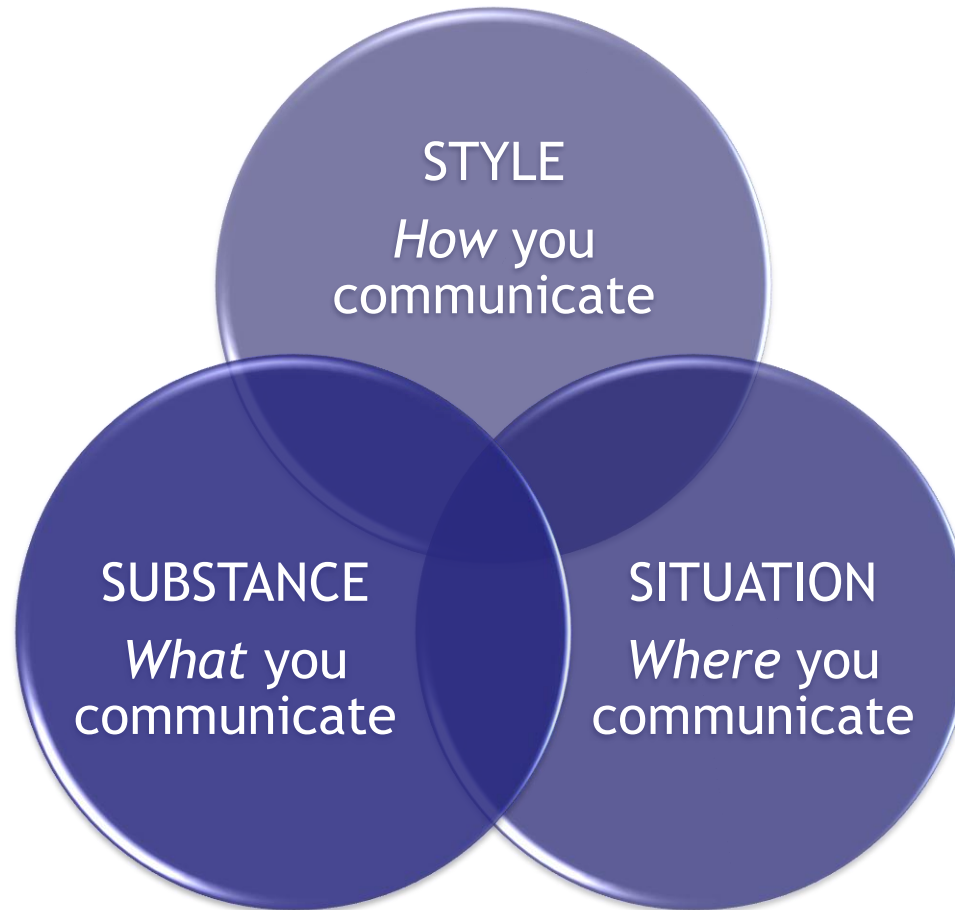


ACTIVITY: WHAT WORKS?

- Think of times when you have been influenced
- In pairs, discuss...
 - When others influence you, what works?
 - When they fail, why?
- Agree on three most important factors
- 5 minutes



THREE S's OF PERSUASION AND INFLUENCE



PERSUASION AND INFLUENCE

- Warm?
- Forceful?
- Open?
- Direct?
- Challenging?
- Trusting?
- Assured?
- Factual
- Trustworthy?



PERSUASION AND INFLUENCE

- The content
- Facts
- Information
- Logic
- Structure
- Quality of argument



SUBSTANCE
*What you
communicate*

PERSUASION AND INFLUENCE

- The context
- Your environment
- Who is listening?
- Individual?
- Group?
- Culture?



SITUATION
*Where you
communicate*



STYLE

How you communicate



ACTIVITY: Your Personal Style

- In pairs:
 - What words would you use to describe your own style of influencing?
 - What do you do well?
 - What do you do less well?
- 10 minutes



STYLE: PUSH/PULL APPROACHES

‘Push’



I want to change you



I want to change the situation



This is *my* agenda

‘Pull’



I am willing to change



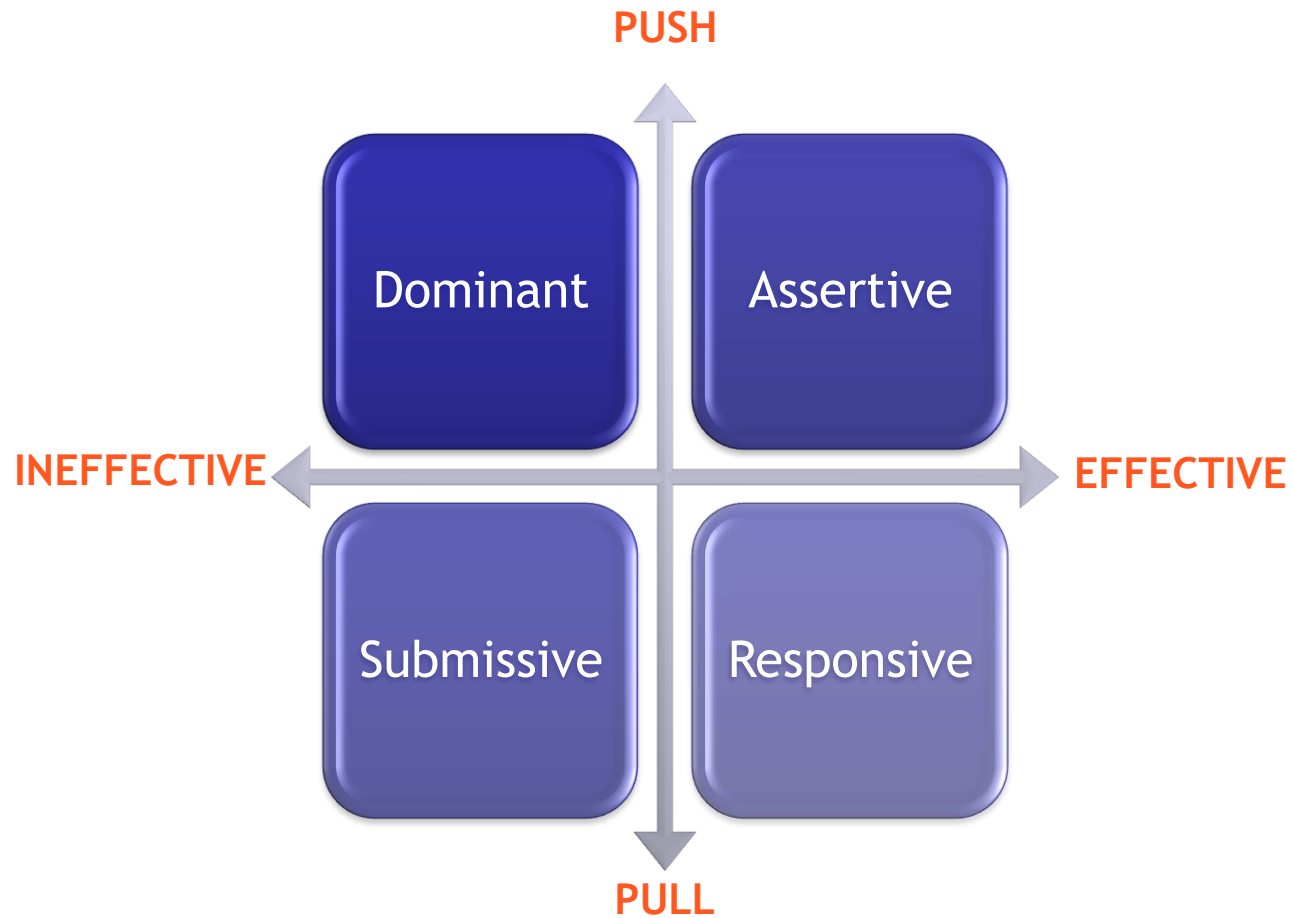
I am open to the situation



I am interested in *your* agenda



STYLE: PUSH/PULL APPROACHES



PRACTICE: INFLUENCING CHALLENGE

Persuader

- An important meeting to discuss progress on a project you are leading has been put into your team's diaries for this evening, at short notice.
- You need your colleague to attend the meeting.
- Due to the international nature of the project, the time of the meeting is 7pm and is expected to run for 2 - 3 hours.

Responder

- You are a member of the project team.
- The project manager is approaching you to ask you to attend a meeting this evening.
- You have a theatre ticket for this evening - it is a close friend's birthday and you have been planning the outing for some time.

GIVING FEEDBACK

- At the end of the exercise take a moment to:
 - Describe the behaviours you heard/saw
 - Be specific
 - Say what you liked/liked less
 - Talk about the impact they had on you
 - Suggest actions for the future



PRACTICE: INFLUENCING CHALLENGE

Persuader

- You are going away for the week.
- You cannot take your beloved pet with you.
- You desperately need someone to have your pet while you are away.
- You have tried everyone. You then see your friend in the corridor.
- Be persuasive. You can't take 'no' for an answer.

Responder

- You dislike animals and have never kept pets.
- A friend is approaching you to make a request.

GIVING FEEDBACK

- At the end of the exercise take a moment to:
 - Describe the behaviours you heard/saw
 - Be specific
 - Say what you liked/liked less
 - Talk about the impact they had on you
 - Suggest actions for the future



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SUBSTANCE

What you communicate

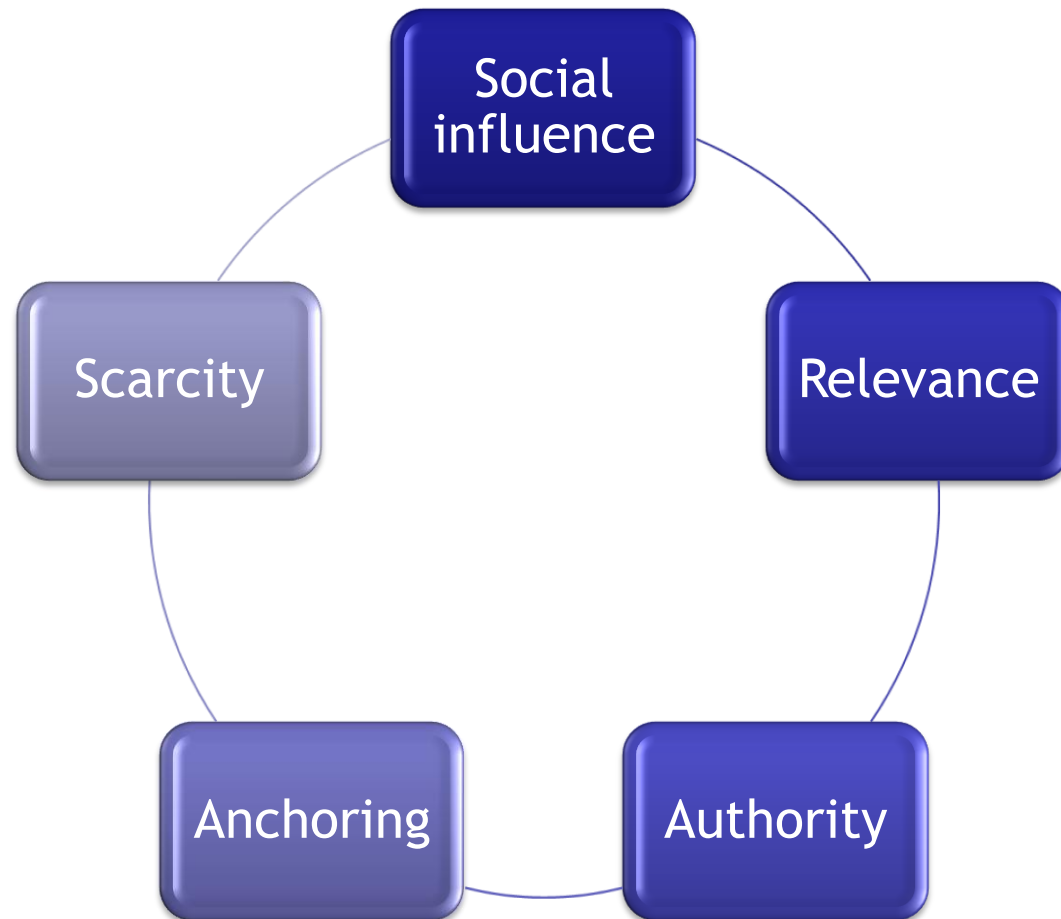


SUBSTANCE

- What do we listen to?
- What influences people?
- What makes us pay attention?
- What does psychology tell us?



SUBSTANCE: FIVE GOLDEN RULES



Social
influence

- Social conformity is very strong
- People like to follow one another
- We decide what we do by seeing what others do
- Easier to influence those who trust and like you

Relevance

- Is the message relevant to the audience?
- Is the message accurate?
- Does the message enhance my own worth?



Authority

- Different ‘platforms’ for influencing
 - Expertise
 - Seniority
 - Charisma
 - Control of information
 - Control of resources
 - Networked




Anchoring

- The ‘anchor’ is our starting point
- Acts as point of reference
- Can heavily influence subsequent decisions



Scarcity

- Perceived scarcity enhances perceived value
 - Time or resource limited
 - “Possibility of losing something is a more powerful motivator than of gaining something”
- 

SITUATION

Where you communicate



SITUATION: KEY FACTORS

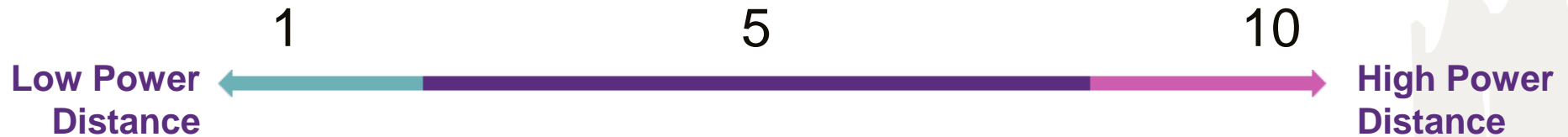


FIVE CULTURAL DIMENSIONS

- Power/Distance
- Masculinity/Femininity
- Individualism/Collectivism
- Uncertainty/Avoidance
- Short/Long Term Orientation



CULTURAL IMPACT: POWER DISTANCE



Assumption of equal distribution of power

People more self-directed

Inequalities minimised

All expected to put forward views

Leaders seek team opinion

Acceptance of an unequal distribution of power

Leaders expected to give orders

Hierarchy and authority displayed and respected

Subordinates don't speak without being asked

CULTURAL IMPACT: UNCERTAINTY AVOIDANCE



Curious about difference

Little information

Values different ideas and opinions

Can be imprecise

Tests new methods

Minimise opportunity for unstructured situations

Lots of information

Values rules and facts

Values experience

Sticks to proven methods

ACTIVITY: CULTURAL IMPACT

- In pairs, discuss your own local or national culture
 - What elements of the culture could affect communication and influencing?
 - What might this mean to someone less familiar with your culture?
- 10 minutes



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