SOCIAL AWARENESS AND INFLUENCE WORKSHOP

STUDENT HANDBOOK

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Influencer's Revised Strategy

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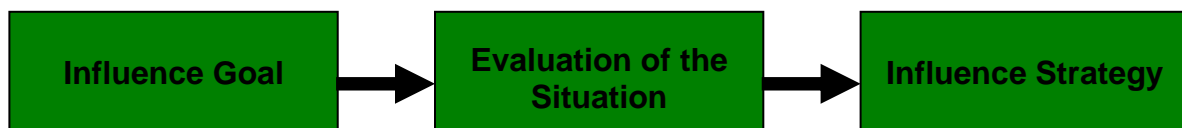
In-the-Moment Awareness Phase

Evaluation ← Analyzing Social Information ← Perception of Social Information

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Interaction Concludes

*Note: Adapted From ARI Research Report 1874 (Mueller-Hanson, Swartout, Morewitz, Keil, McGonigle, Martin, Parish, and Morath, 2007)

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PLANNING PHASE

Influence Goal	→	Evaluation of the Situation	→	Influence Strategy
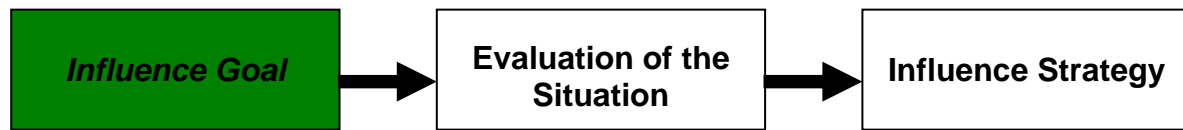
TYPES OF INFLUENCE GOALS

➢ **To acquire something from the target**

Examples:

– Acquire information

– Acquire a physical object

– Acquire the authority from the target to do something

➢ **To get the target to do something for the influencer**

Examples:

– Get the target to help with a project

– Get the target to go somewhere

– Get the target to buy or sell something

➢ **To change the target's attitude, perspective, or habit**

Examples:

– Get the target to change their attitude about a subject matter

– Get the target to change their perspective to be in line with the influencer's perspective

– Get the target to quit a bad habit (e.g., drinking)

➢ **To get the target to change an existing relationship**

Examples:

– Get the target to enter into a partnership with the influencer

➢ **To get the target to do something harmful or risky**
Examples:

– Get the target to do a dangerous or harmful task (e.g., willingly go out on a very dangerous mission)

Influence Goal	Evaluation of the Situation	Influence Strategy
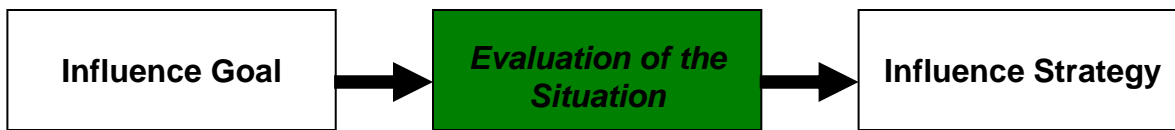
INFLUENCERS MAY WANT TO CONSIDER THE…

➢ **Influence Goal:**

  – What do you want to achieve?
  – How will you measure success?

➢ **Task:**

  – How desirable is the task?
  – How dangerous or difficult is the task?

➢ **Influencer:**

  – Which sources of power do you hold?
  – Which influence tactics are you most skilled in using?

➢ **Target:**

  – Who is the target?
  – What kind of person is the target?
  – What is the target's status (e.g., rank, civilian)?
  – What is the target's relationship to you?
  – What have your interactions been like in the past?
  – Does the target already believe in your message?

➢ **Situation:**

  – Climate, terrain, time constraints, etc. that may impact your success.
  – What are the target's cultural norms and expectations?

Directions:

- ➢ Read background information
- ➢ Record your answers to the following questions
- ➢ Share your answers with the rest of the class

First Lieutenant Miller felt a gnawing pain in his stomach as he thought about the last six weeks. Ever since his unit arrived in Ubaydi, things had gone from bad to worse. The town, a small Iraqi hamlet close to the Syrian boarder, was in chaos. There were piles of rubble and debris blocking the streets and providing ideal locations for insurgents to plant IEDs. Attacks from these IEDs were on the rise, and his unit had already lost 10 Soldiers as a result. Although his platoon has done a good job earning the trust of the civilians in the area, thus far they had not been able to gather any meaningful intelligence to help identify the attackers. In a desperate attempt to gain some control of the situation, it was decided that a massive street clean up effort would be undertaken to clear the debris in the streets in the hope that this would cut down on IED attacks. In support of this plan, 1LT Miller had been ordered to recruit and hire 30 Iraqi civilians to clean up the streets.

It wasn't that 1LT Miller disagreed with the order. The plan was necessary to prevent IED attacks. 1LT Miller just didn't think he could make it happen. Higher had only approved paying the civilians 14,000 Iraqi Dinars a day (just over $10), which was the going rate for civilian labor. However, the civilians that 1LT Miller had already talked to scoffed at that amount. As one of his best contacts, Khalid, had told him "I am sorry my friend, but you know how it is. Why should we risk ourselves when we can get the same money doing safe work like rebuilding the school? What would happen to my wife and children if I got hurt? Who would take care of them then?" Privately, 1LT Miller had to agree with Khalid; a job this dangerous was worth at least twice what the Army was willing to pay.

1LT Miller was not usually one to question an order, but in this case he felt that he had to speak up. 1LT Miller decided that he had to talk to his commander, CPT James, and convince him to agree to advocate for better wages. They had worked together for almost six months and 1LT Miller thought they had a good relationship. He felt the Captain could be made to see reason. However, CPT James was known for being hard nosed and stubborn at times. 1LT thought if he could explain the difficulty of this task, CPT James would have no other choice but to listen. Feeling suddenly confident and energized, he made his way toward the Captain's office.

Influence Goal. What is 1LT Miller's influence goal?

Evaluation of the Situation. What are some of the factors 1LT Miller should consider when evaluating the situation?

CROSS-CULTURAL DIFFERENCES[1]

[1] Adapted from House et al. (2004). *Culture, Leadership, and Organizations: The GLOBE study of 62 societies.* Thousand Oaks, California: Sage Publications, Inc.

CULTURAL DIMENSIONS: SELF-ASSESSMENT

Directions: Place an "X" to represent where your own personal beliefs and values fit on each continuum.

Assertiveness: Degree to which individuals are direct, confrontational, and aggressive in social relationships.

<--->

High	Low
• It is important to be assertive, dominant, and tough	• Being assertive, dominant, and tough is unacceptable
• Competition is healthy	• Cooperation is preferable to competition

Individualism: Degree to which members of a society have loose ties to each other and look after themselves before looking after the group.

Collectivism: Extent to which members of a society take pride in membership in small groups such as their family, close circle of friends, and their community.

<--->

Individualism	Collectivism
• I value my independence	• The needs of my family or workgroup come before my own
• My self-identity is distinct from my family, community, and work group	• My self-identity is closely tied to my family, community, and work group

Avoiding Uncertainty: Extent to which people seek orderliness, consistency, structure, formalized procedures, and law to cover situations in their daily lives.

<--->

High	Low
• When entering an agreement with others, it's important to have everything formally documented	• When entering an agreement with others, a handshake is good enough
• Rules are in place for a reason and should not be broken	• Rules were made to be broken

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Power Distance: Extent to which a community maintains inequality among its members by stratification of individuals and groups with respect to power, authority, prestige, status, wealth, and material possessions.

<--->

High
- Keeping power in the hands of those at the top is important for ensuring order and stability

Low
- Power corrupts and should therefore be shared equally among all people

Gender Equality: Degree to which a society minimizes gender role differences while promoting gender equality.

<--->

High
- Women and men are equal and can hold any role for which they are qualified

Low
- Women and men are different and they have separate roles and responsibilities

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Assertiveness

Degree to which individuals are direct, confrontational, and aggressive in social relationships

Regions High in Assertiveness	Regions Low in Assertiveness
Germanic Europe (e.g., Germany, Netherlands, Switzerland) *Eastern Europe* (e.g., Greece, Poland, Russia)	*Asia* (e.g., Hong Kong, China, Japan, South Korea, India, Indonesia, Taiwan) *Nordic Europe* (e.g., Denmark, Finland, Sweden)
These Societies Tend to…	**These Societies Tend to…**
▪ Value assertive, dominant, and tough behavior ▪ Have sympathy for the strong ▪ Value competition ▪ Believe that anyone can succeed if he or she tries hard enough ▪ Value success and progress ▪ Value direct and unambiguous communication ▪ Try to have control over the environment ▪ Stress, equity, competition, and performance ▪ Have a "can-do" attitude ▪ Emphasize results over relationships ▪ Value taking the initiative ▪ Reward performance ▪ Value what you do more than who you are	▪ View assertiveness as socially unacceptable ▪ Have sympathy for the weak ▪ Value cooperation ▪ Associate competition with defeat and punishment ▪ Speak indirectly and emphasize "face-saving" ▪ Value ambiguity and subtlety in communication ▪ Value harmony with the environment rather than control ▪ Stress equality, solidarity, and quality of life ▪ Emphasize tradition, seniority, and experience, ▪ Emphasize integrity, loyalty, and cooperative spirit ▪ Value who you are more than what you do
Implications for Influence	
▪ ▪ ▪ ▪	

Note: The U.S. (as an individual country) ranks *very high* on the assertiveness dimension.

Individualism/Collectivism

Individualism – Degree to which members of a society have loose
ties to each other and look after themselves before looking after the group

Collectivism – Extent to which members of a society take pride in membership
in small groups such as their family, close circle of friends, and their community

Regions That Are More Individualistic	Regions That Are More Collectivist
Anglo (e.g., U.S.A., Canada, England, Ireland, Australia) *Germanic Europe* (e.g., Germany, Netherlands, Switzerland) *Nordic Europe* (e.g., Denmark, Finland, Sweden)	*Asia* (e.g., Hong Kong, China, Japan, South Korea, India, Indonesia, Taiwan) *Middle East* (e.g., Egypt, Kuwait, Morocco, Qatar, Turkey) *Latin America* (e.g., Brazil, Costa Rica, Mexico)
These Societies Tend to…	These Societies Tend to…
▪ Consist of individuals who look after themselves or their immediate families ▪ View the self as autonomous and independent of groups ▪ Believe individual goals take precedence over group goals ▪ Believe attitudes and personal needs are important determinants of behavior ▪ Emphasize rationality ▪ Have a faster pace of life ▪ Have more nuclear family structures ▪ Value direct communication ▪ Consist of individuals who have more social interactions, but the interactions are shorter and less intimate ▪ Consist of individuals who make fewer distinctions between in-groups and out-groups	▪ Consist of individuals who are integrated into strong cohesive groups ▪ View the self as interdependent with groups ▪ Believe group goals take precedence over individual goals ▪ Believe duties and obligations are important determinants of behavior ▪ Emphasize relatedness with groups ▪ Have a slower pace of life ▪ Have more extended family structures ▪ Value indirect communication ▪ Consist of individuals who have fewer social interactions, but the interactions are longer and more intimate ▪ Consist of individual who make distinctions between in-groups and out-groups

Implications for Influence

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**Note: The U.S. (as an individual country) ranks *high* on individualism.

Avoiding Uncertainty

Extent to which members seek orderliness, consistency, structure,
formalized procedures, and laws to cover situations in their daily lives

Regions High in Avoiding Uncertainty	Regions Low in Avoiding Uncertainty
Nordic Europe (e.g., Denmark, Finland, Sweden) *Germanic Europe* (e.g., Germany, Netherlands, Switzerland)	*Middle East* (e.g., Egypt, Kuwait, Morocco, Qatar, Turkey) *Latin America* (e.g., Brazil, Costa Rica, Mexico) *Eastern Europe* (e.g., Greece, Hungary, Poland, Russia)
These Societies Tend to…	These Societies Tend to…
- Have more formal interactions between individuals - Document agreements in legal contracts - Be orderly, keep meticulous records, and document conclusions drawn in meetings - Rely on formalized policies and procedures - Establish and follow rules - Verify communications in writing - Take more moderate calculated risks - Show stronger resistance to change - Show stronger desire to establish rules allowing predictability of behavior - Show less tolerance for breaking rules	- Have a tendency to be more informal in their interactions with others - Rely on the word of others they trust rather than contractual arrangements - Be less concerned with orderliness and the maintenance of records - Rely on informal interaction and information norms rather than formalized policies, procedures, and rules - Be less calculating when taking risks - Show less resistance to change - Show less desire to establish rules to dictate behavior - Show more tolerance for breaking rules

Implications for Influence

**Note: The U.S. (as an individual country) ranks
in the middle on the avoiding uncertainty dimension.

Power Distance

Extent to which a community maintains inequality among
its members by stratification of individuals and groups with respect
to power, authority, prestige, status, wealth, and material possessions

Regions High in Power Distance	Regions Low in Power Distance
Middle East (e.g., Egypt, Kuwait, Morocco, Qatar, Turkey) *Sub-Saharan Africa* (e.g., Namibia, Nigeria, Zambia, Zimbabwe)	*Nordic Europe* (e.g., Denmark, Finland, Sweden) *Germanic Europe* (e.g., Germany, Netherlands, Switzerland)
These Societies Tend to…	These Societies Tend to…
- Differentiate individuals into classes - Have stable and scarce power bases (e.g., land ownership) - View power as providing social order, relational harmony, and role stability - Have limited upward mobility - Localize Information - Believe different groups (e.g., women) should have different involvement in government and democracy does not ensure equal opportunities - Have weak civil liberties and high public corruption - Have few people with access to resources, skills, and capabilities - Have high growth rates of consumption and high need for resource coordination	- Have a large middle class - Have transient and sharable power bases (e.g., skill, knowledge) - View power as a source of corruption, coercion, and dominance - Have high upward social mobility - Share Information - Believe all groups should be equally involved in government and that democracy ensures equal opportunities and development - Have strong civil liberties and low public corruption - Have mass availability of tools, resources, and capabilities, reflected in wide educational enrollment - Have mature growth rates of consumption and high per capita purchasing power
Implications for Influence	

**Note*:* The U.S. (as an individual country)
ranks *in the middle* on the power distance dimension.

Future-Orientation

Extent to which individuals engage in future-oriented behaviors
such as planning, investing in the future, and delaying gratification

Regions High in Future Orientation	Regions Low in Future Orientation
Nordic Europe (e.g., Denmark, Finland, Sweden) *Germanic Europe* (e.g., Germany, Netherlands, Switzerland)	*Eastern Europe* (e.g., Greece, Hungary, Poland, Russia) *Latin America* (e.g., Brazil, Costa Rica, Mexico) *Middle East* (e.g., Egypt, Kuwait, Morocco, Qatar, Turkey)
These Societies Tend to…	These Societies Tend to…
- Have a propensity to save for the future - Have individuals who are more intrinsically motivated - Have organizations with a longer strategic orientation - View materialistic success and spiritual fulfillment as an integrated whole - Value delaying gratification, placing a higher priority on long-term success	- Have a propensity to spend now, rather than to save for the future - Have individuals who are more extrinsically motivated - Have organizations with a shorter strategic orientation - See materialistic success and spiritual fulfillment as dualities, requiring trade-offs - Value instant gratification and place higher priorities on immediate rewards

Implications for Influence

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**Note: The U.S. (as an individual country) ranks
moderately high on the future-orientation dimension.

Gender Equality

Degree to which a society minimizes gender
role differences while promoting gender equality

Regions High in Gender Equality	Regions Low in Gender Equality
Eastern Europe (e.g., Hungary, Poland, Russia) *Nordic Europe* (e.g., Denmark, Finland, Sweden)	*Middle East* (e.g., Egypt, Kuwait, Morocco, Qatar, Turkey)
These Societies Tend to…	These Societies Tend to…
- Have more women in positions of authority - Accord women a higher status in society - Afford women a greater role in community decision making - Have a higher percentage of women participating in the labor force - Have less occupational sex segregation - Have higher female literacy rates - Have similar levels of education of females and males	- Have fewer women in positions of authority - Accord women a lower status in society - Afford women no or a smaller role in community decision making - Have a lower percentage of women participating in the labor force - Have more occupational sex segregation - Have lower female literacy rates - Have a lower level of education of females relative to males

Implications for Influence

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**Note: The U.S. (as an individual country) ranks
in the middle on the gender equality dimension.**

Humane Orientation

Degree to which a society encourages and rewards
individuals for being fair, altruistic, generous, caring, and kind to others

Regions High on Humane Orientation	Regions Low on Humane Orientation
Southern Asia (e.g., India, Indonesia, Malaysia, Thailand) *Sub-Saharan Africa* (e.g., Namibia, Nigeria, Zambia, Zimbabwe)	*Latin Europe* (e.g., France, Italy, Portugal, Spain) *Germanic Europe* (e.g., Germany, Netherlands, Switzerland)
These Societies Tend to…	These Societies Tend to…
- Emphasize importance of others (i.e., family, friends, community, strangers) - Value altruism, benevolence, kindness, love, and generosity - Have individuals who are motivated by belonging and affiliation - Believe everyone is responsible for the well-being of others - Urge Individuals to be sensitive to all forms of discrimination - Urge individuals to provide social support to each other	- Emphasize importance of self-interest - Value pleasure, comfort, and self-enjoyment - Have individuals who are motivated by power and material possessions - Believe the state is responsible for providing social and economic support for individuals in need - Place less emphasis on sensitivity to discrimination - Expect individuals to solve personal problems on their own

Implications for Influence

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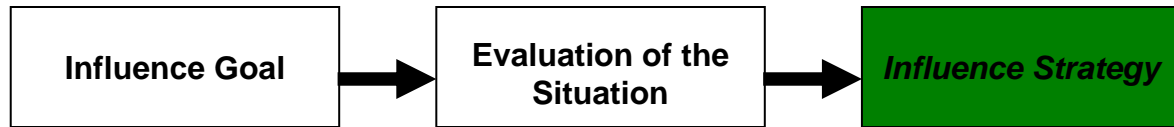
**Note: The U.S. (as an individual country) ranks
in the middle on the humane orientation dimension.

Performance Orientation

Degree to which a society encourages and rewards
group members for performance improvement and excellence

Regions High in Performance Oriented	Regions Low in Performance Orientation
Anglo (e.g., U.S.A., Canada, England, Ireland, Australia) *Northern Asia* (e.g., Hong Kong, China, Japan, South Korea) *Germanic Europe* (e.g., Germany, Netherlands, Switzerland)	*Latin America* (e.g., Brazil, Costa Rica, Mexico) *Eastern Europe* (e.g., Greece, Hungary, Poland, Russia)
These Societies Tend to…	These Societies Tend to…
- Emphasize results more than people - Reward performance - Value assertiveness, competitiveness, and materialism - Believe that individuals are in control - Have a "can-do" attitude - Value and reward individual achievement - View feedback as necessary for improvement - Value taking initiative - Value bonuses and financial rewards - Believe that anyone can succeed if he or she tries hard enough - Believe that schooling and education are critical for success - Value being direct, explicit, and to the point in communications	- Value societal and family relationship - Emphasize tradition, loyalty, and belongingness - Emphasize seniority and experience - Value harmony with the environment rather than control - Value and reward integrity, loyalty, and cooperative spirit - View assertiveness as socially unacceptable - Associate competition with defeat and punishment - Regard being motivated by money as inappropriate - Value ambiguity and subtlety in language and communications
Implications for Influence	

**Note: The U.S. (as an individual country) ranks very high on the performance orientation dimension.

WHEN SELECTING A STRATEGY, CONSIDER…

Categories of Power	Sources of Power		Relationship with Target	Potential Strategies
Position Power Power you have because of your rank (e.g., military), social rank (e.g., member of influential family), job (e.g., doctors), etc.	Legitimate	You have the authority to make decisions and demands	• Target must be aware of your rank or status and recognize your authority to make decisions and demands • You have not overused this technique with the target in the past	Rely on your rank or status to issue orders, make decisions, etc.
	Rewards	You have the ability to give the target positive outcomes and rewards	• You know what is beneficial to the target and have the ability to offer something of value to him/her • Target trusts you and believes that you will come through on the agreement	Promise positive outcomes or benefits (e.g., money, food, medicine) to obtain the influence goal
	Coercion	You have the ability to essentially force the target to comply	• You know what the target values and would not want to have taken away from him/her • You have not overused this strategy in the past	Use negative outcomes (e.g., threaten punishment, withhold resources) to obtain the influence goal
Personal Power Power you have in the absence of any formal rank or position (e.g., expertise about a particular topic, personal charisma that motivates others to listen to you).	Referent	Target identifies and seeks to associate with you	• You have knowledge of the target's values, ambitions, goals, etc. • You are aware that the target seeks to associate with you	Appeal to target's aspirations or explain how request benefits target as an individual
	Expertise	You have expertise in specific area or topic	• Target believes you are an expert or is aware of your successes • You know that your expertise or success in the area is greater than that of the target's	Rely on your expertise or past success in a relevant area or topic
	Informational	You have access and knowledge of compelling information, evidence, or facts	• Target believes you have access to quality information • You know that the target is a rational person and responds well to hard facts and evidence • You know that you have more facts and evidence than the target does	Use factual evidence to support your influence goal

PRACTICE ACTIVITY: PLANNING PHASE

Directions:

> ➤ Read background information and discuss your answers to the following questions
> ➤ Come to a group consensus about your answers
> ➤ Share your group's answers with the rest of the class

You are a squad leader, and you and your squad have been located near a town in Iraq for almost a year. You and your senior NCOs have put forth a tremendous amount of effort to build rapport with numerous civil and religious leaders in the community. However, insurgent activity in the town and surrounding areas is currently on the rise. You have received intelligence that some insurgents may be stockpiling weapons at one of the town's mosques. You are surprised by this information because you felt you had built a trusting relationship with the mosque's Imam. You know that the most efficient thing to do is search the mosque for the weapons, but you are afraid that you might strain the relationship you've built with the Imam and the locals. Your squad has become noticeably more anxious, and your senior NCOs disagree on the exact approach for tackling the situation. One of your senior NCOs wants to go ahead and search the mosque, but the other NCO thinks it is very important to get the Imam's permission first.

Influence Goal. What should the influence goal be?

Evaluation of the Situation. What are some of the factors you should consider when evaluating the situation?

Influencer Strategy. What initial influence strategy should you use to influence the target(s)?

INTERACTION PHASE

Influence Behavior/ Influence Tactics	→	Target's Interpretation	→	Target's Reaction

INFLUENCE TACTICS: POTENTIAL USES AND OUTCOMES

RATIONAL PERSUASION

Using logical arguments and factual evidence to persuade the target that a goal is viable.

Appropriate: When the influencer's arguments are very compelling and few, if any, counter-arguments exist.

Outcomes: When done well, this tactic can lead to long-term positive outcomes. However, if the influencer cannot effectively counter any counter-arguments, the target may resist the request.

INSPIRATIONAL APPEALS

Appealing to a target's values, ideals, or aspirations to increase the target's enthusiasm or confidence.

Appropriate: If the influencer has a solid understanding of the target's values and aspirations.

Outcomes: If used appropriately, this tactic can lead to long-term commitment.

CONSULTATION

Soliciting input from the target into the strategy for achieving the goal.

Appropriate: In certain situations and in a cultural context in which a collaborative approach to problem solving is valued. In some situations (e.g., in cultures with a very high power-distance such as Latin America), high-ranking leaders may appear weak if individuals of much lower status are consulted on decisions.

Outcomes: Can lead to long-term commitment if used in an acceptable manner, as this tactic tends to build trust between the influencer and the target.

RAPPORT BUILDING

Increasing the target's positive feeling for the influencer prior to attempting to influence the target.

Appropriate: If the influencer is perceived as sincere (i.e., requires a high degree of political skill by the influencer).

Outcomes: Can lead to positive outcomes if used appropriately or resistance if the influencer is perceived as weak or insincere.

EXCHANGE

Indicating a willingness to reciprocate for assistance in meeting the goal.

Appropriate: As the concept of reciprocity is a universal human value, this tactic is appropriate in a wide variety of circumstances to secure compliance.

Outcomes: To ensure long-term commitment, the exchange must be perceived as fair by the target.

PERSONAL APPEALS

Appealing to the target's sense of loyalty to or friendship for the influencer prior to attempting to influence the target.

Appropriate: If the influencer and target have a strong relationship or when the influencer has built up a solid level of trust and respect. Also this tactic may be highly appropriate in cultures where personal relationships are critically important to getting things done (e.g., Middle Eastern countries).

Outcomes: If not overused, this tactic may lead to short-term compliance and long-term commitment.

COALITION	*Appropriate:* May be appropriate if the "others" are truly committed to the request, and the target respects them.
Getting other people to help persuade the target.	*Outcomes:* A perception of "peer pressure" may result in short-term compliance and long-term resistance.
COLLABORATION	*Appropriate:* Similar to exchange, this tactic may be appropriate in a variety of circumstances as long as the influencer has the ability to follow through on the promise of assistance.
Offering to supply assistance or resources to help the target complete the goal.	*Outcomes:* Lack of trust may lead to resistance, and failure to follow through may lead to a lack of long-term commitment.
APPRISING	*Appropriate:* Similar to rational persuasion, this tactic may be appropriate if the influencer has compelling arguments about how the request benefits the target, and if few, if any, counter-arguments exist.
Explaining the benefits of the influencer's request to the target as an individual.	*Outcomes:* If the target perceives a substantial benefit, outcomes may include compliance and long-term commitment.
APPEAL TO HIGHER AUTHORITY	*Appropriate:* If the target respects the higher authority and when the claim of support is credible.
Indicating support for the goal from those higher in the organization than the influencer.	*Outcomes:* The target may resist if the claim is not credible and/or if the target does not feel strong loyalty or respect for the higher authority. Moreover, the influencer making the influence attempt may appear weak if this is the only tactic used, especially if the influencer does not appear to support the request him or her self.
CONSISTENCY	*Appropriate:* This tactic may be appropriate if the influencer can develop simple requests or questions with which the target is highly likely to agree.
Making small, simple requests at first and then building up to larger requests.	*Outcomes:* The strategy will probably yield compliance, but it may not result in a strong commitment by the target.
SCARCITY	*Appropriate:* When a deadline is close or when the goal or opportunity is actually very rare or unique.
Stating a time limit on an offer or making a goal or opportunity seem rare in order to increase its value.	*Outcomes:* If the target accepts the information, then they are generally likely to comply, although the degree of commitment may decrease if this technique is frequently used.
SOCIAL VALIDATION	*Appropriate:* When the people who have agreed to the request have something in common with the target.
Stating that many other people have agreed to a similar request.	*Outcomes:* Targets are likely to comply when they know others are in agreement. However, if overdone, the target could feel too much pressure and start to resist.

EXPERTISE	*Appropriate:* When extensive knowledge is legitimate and evidence is available.
Citing relevant sources of information to bolster the impression that you are an expert.	*Outcomes:* Compliance is likely if the influencer states their expertise, but some degree of subtlety in citing information and sources may lead to greater commitment.
LEGITIMATING	*Appropriate:* Can be appropriate if the influencer truly has the authority to compel the target to comply.
Claiming or verifying one's authority to influence the target.	*Outcomes:* Should be used as a last resort as resistance is a likely outcome.
PRESSURE	*Appropriate:* Can be appropriate as a strategy of last resort when no other strategies have worked.
Using demands or threats to coerce the target into completing the goal.	*Outcomes:* Resistance may be a likely outcome.
BLOCKING	*Appropriate:* Like pressure, this tactic is likely to be viewed as manipulative and negative.
Preventing the target from accomplishing another goal.	*Outcomes:* Should only be considered as a last resort and may lead to resistance.

| Influence Behavior/ Influence Tactics | → | *Target's Interpretation* | → | *Target's Reaction* |

DANGER IN SOMALIA

A squad was preparing to conduct a major operation in Somalia that would take them away from their present location. They had a large amount of equipment with them that would take some time to move. However, to meet mission requirements, they had to leave very quickly, and they did not have time to take all of their equipment with them. The squad leader determined that the only way to accomplish their mission on time was to leave two people behind in a safehouse to guard the equipment, while he led the rest of the unit in carrying out the operation.

The senior members of the squad advised against leaving anyone behind because they did not feel the situation was safe, and they were not sure how trustworthy the locals were. Moreover, the other Soldiers began angling to try and avoid being left behind, which was causing divisiveness in the unit. Despite these problems, the squad leader felt that there was no other possible course of action, and he selected two Soldiers to stay behind.

In an attempt to smooth over the bad feelings in the unit, the squad leader tried to get the Soldiers to acknowledge that they understood why he had made this decision (the importance of the mission, the tight timeline, the need to safeguard the equipment). In addition, he tried to flatter the Soldiers, saying that they were the best qualified for the job. Although they could not refuse the order, amongst themselves and the other Soldiers, the two Soldiers chosen to stay behind complained bitterly.

From his perspective, the squad leader did not think that the Soldiers would be in danger if they stayed behind, and he didn't even really think that the Soldiers believed themselves to be in danger. He interpreted their resistance as not wanting to get left behind and miss out on the action of the operation. From their perspective, the Soldiers thought the squad leader had delayed his decision too long and therefore put the unit in danger. They believed that he was too concerned with his own career advancement to push back to his superiors about the timeline so that everyone could go on the operation.
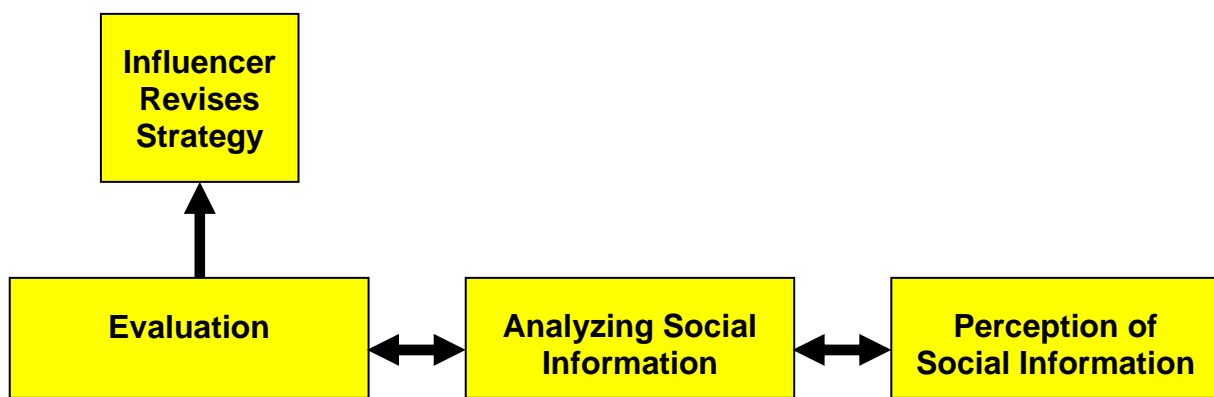
Shortly after the rest of the unit left to conduct the operation, the two Soldiers had to evacuate the safehouse, and they claimed that they nearly lost their lives in the process. It is not clear if the two Soldiers, in their anger over being left behind, did anything themselves to make the situation worse or if the safehouse really would have been dangerous regardless.

Either way, it is clear that the leader and his Soldiers failed to understand each other's true intentions and motives. As a result, the leader never really did persuade his Soldiers to willingly accept their assignment. Although they were able to leave the safehouse unharmed, all the other Soldiers from the squad reported losing trust and respect for their leader, which undoubtedly affected their relationship over the long-term.

Discussion Questions:

1. How did the Soldiers chosen to stay behind interpret the squad leader's intentions?

2. What were some situational factors that may have contributed to the squad leader's decision?

3. How did the squad leader interpret the Soldiers' negative reaction?

4. What were some situational factors that may have contributed to the Soldiers' reaction?

5. What could the squad leader have done differently to avoid the misinterpretation by the Soldiers' and his own misinterpretation of their reaction?

IN-THE-MOMENT AWARENESS PHASE

COMMON VERBAL AND NONVERBAL CUES[1]

	Positive Emotions				Neutral Emotions			Negative Emotions	
	Astonishment/ Surprise	Excited/ Enthusiastic	Happy/ Cheerful	Calm/ Relaxed	Quiet/ Tranquil	Sluggish/ Bored	Unhappy	Anxious/ Distressed	Disgust/ Contempt
Facial Expressions	A lot of eye contact

Pupil dilation

Open mouth

Arched eyebrows

Jaw drop

Raised upper eyelid

Eyes widened | Smile with teeth showing

Arched eyebrows

A lot of eye contact | Slightly raised eyebrows

Closed lip smile (grin) | Mouth may be turned slightly upwards

Little facial movement | Expressionless

Little eye contact

Closed mouth | Excessive blinking

Droopy eyes (partially closed)

Yawning

Fixed stare away from group members

Almost no eye contact

Dropping of upper eyelid | Frown

Eyes avoid others

Blank stare

Inner corners of eyebrows raised, eyebrows drawn together

Corner of lips pulled down

Corner of lips tightened and pressed | Eyebrows lowered, chin raised, mouth closed

Sporadic eye contact

Sneering

Flushed face

"Nervous smile"

Clenched teeth

Lips stretched horizontally

Eyebrows raised and drawn together, upper eyelid raised | Nose wrinkled

Upper lip raised, lower lip protruding

Eyebrows lowered and drawn together, lower eyelids tightened

Eyebrows lowered, upper eyelids raised

Jaw thrust forward

One-sided upper eyelid raise

Lip corner tightening on one side

Flushed face |

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[1] Adapted from: Bartel, C. A., & Saavedra, R. (2000). The collective construction of work group moods. *Administrative Science Quarterly, 45*, 197-231.

	Positive Emotions				Neutral Emotions			Negative Emotions	
	Astonishment / Surprise	Excited/ Enthusiastic	Happy/ Cheerful	Calm/ Relaxed	Quiet/ Tranquil	Sluggish/ Bored	Unhappy	Anxious/ Distressed	Disgust/ Contempt
Verbal Expressions	Rapid pace Incredulous tone	Hard laughter, high pitch Rapid pace Loud volume Slightly breathless Talking a lot	Regular pace Clearly audible volume	Soft but audible volume Regular pace	Whispering volume Monotone Slow pace Delayed responses Infrequent speech	Monotone Mumbling Low volume Low pitch Delayed responses	Soft volume Slow pace Monotone	Stuttering Rapid speech Short of breath Uneven pitch (voice "cracks") Uneven volume	Fast tempo High pitch level
Posture (Body Language)	Poised for action Startled Restless	Exaggerated hand gestures Leaning forward Constant body movement More physical contact	Hands are active during speech Head tilted toward others Body poised to include group members	Relaxed but engaged orientation toward group members Little movement in limbs or torso	Slow movements Reclined position Immobile	Slouching Withdrawing away from group Motionless Leaning chin on hand Hands inactive during speech Rubbing eyes	Head tilted downward Resting head on hands Body poised to exclude group members	Closed fists Hand tremors Poised for action Nervous habits (rocking, chewing fingernails)	Clenched fist Poised for action Perspiration Tensed muscles

TIPS FOR ADJUSTING BEHAVIOR

➤ Respect cultural differences between you and your target

- Learn about the target's culture before the interaction.

- Follow cultural customs/practices, where appropriate.

- Avoid using nonverbal and verbal language that could be misperceived as offensive.

➤ Ask questions to understand the target's potential concerns

- What are your real concerns?

- You still seem hesitant?

- What do you think of that idea?

➤ Demonstrate understanding of the target's perspective

- Rephrase what you think they are saying to you (e.g., "So, it sounds like...").

- Can you tell me more about why you think "X"?

- Recognize that what seems "rational" to you may not fit with the target's way of thinking. If the target appears "irrational," try to find out more about how he or she sees the problem and use that information to find another tactic that better fits with the target's worldview.

➤ If stumped, change your strategy

- Try another tactic that you think may be better suited to the situation. However, be careful of using too many tactics too quickly, or your target may become confused.

- Check to see how well it worked (e.g., did the target respond positively or negatively).

➤ If you think the target is being deceptive

- Ask the target to provide more details. Take the target through his or her statement a few times to check for consistency. Look for inconsistencies or illogical information in what the target says.

- If necessary, find a way to validate what the target tells you against an external source of information.

➤ *Special* considerations for dealing with emotional individuals

- Stay calm. Whatever you do don't react defensively or emotionally yourself.

- Keep the target talking. Sometimes people just need to vent, and once they do, they are able to discuss the situation more objectively.

- Don't take it personally. The target may be upset about something that has nothing to do with you.

- If the target remains agitated, suggest that you take a break and return to the topic later. When you meet with the target again, ask questions to better understand the source of the target's emotion.

- Recognize that rational tactics might not work, and that you may need to try tactics that speak to the target's emotions (e.g., inspirational or personal appeals).

Directions:

> ➤ Read the script of the interaction between CPT James and 1LT Miller
>
> ➤ Record your answers to the following questions
>
> ➤ Share your answers with the rest of the class

"Sir?" said 1LT Miller, leaning through the doorframe.

"Come in, Lieutenant. Sit down," said CPT James, smiling. He welcomed the interruption. Miller was one of the best platoon leaders James had ever worked with. Not only was the guy smart, he had a way about him that made him popular and well liked, both by other Soldiers and civilians. Moreover, he was intensely loyal; the kind of guy you could count on to do what he was asked without question. "What's the word on the street today?"

"Fine, sir, except I wanted to talk to you about the street clean up operation," said Miller, looking serious.

"Oh, what about it?" said James, frowning slightly.

"Well, frankly, sir, I think it's going to be a pretty impossible task," said Miller in a grave tone. "To be honest, my contacts are telling me that 14,000 Dinars a day just isn't enough to tempt them to do a job that's so dangerous. They want at least twice that. If we can offer them at least 25,000 Dinars, I think we'll be able to quickly recruit 30 men."

"Lieutenant Miller, you realize of course that we are only authorized to pay 14,000 Dinars a day," James said patiently. "We're just not going to be able to go any higher than that."

"I realize that getting more money might be difficult," Miller began, "but, I think if we explain why we need more, Higher won't be able to refuse. After all, we're only talking about a few thousand dollars here. What's a few thousand dollars to the Army?"

"Look, you've been in the Army long enough to know that things just don't work that way," said James, shaking his head, "it can take weeks to requisition more money, regardless of the amount. You should know as well as I do that it would take a near miracle to get any more funding!"

"But, sir, if we could just make them see reason, I don't see how they could say no," said Miller leaning forward, his voice rising, "I can write up a justification, explaining what my contacts told me and proposing a budget that will…"

"Hold on!" interrupted James, holding up his hand. "I don't think you get it. It's not going to happen so just give it up."

"Sir, can I just say something?" asked Miller.

"OK, but make it quick," sighed James. "As you can see, I'm a little busy here," he said, waving his hand at the untidy mounds of paperwork on the desk.

"These people have nothing. They've been living from hand to mouth for years in the shadow of an oppressive regime. How can we ask them to sacrifice their safety and put the future security of their families at risk unless we give them fair compensation? We've got a responsibility to help here!"

"Enough of the soapbox speeches already!" snapped James. "Maybe after you're on your third tour here like me you'll understand. You can't just throw money at people and hope that they'll magically start taking responsibility. We tried that before, and guess what? Once you take the money away, the responsibility goes with it! You have to get them to become reliant on themselves. Here's a news flash for you. Cleaning up the streets is their responsibility, not ours! If we pay them more than the going rate, it will only send the message that the U.S. is going to take care of them forever. We owe it to them to force them to be more self-reliant."

"Captain James, I just…" began Miller.

"Look, Lieutenant, I gave you this task because I knew I could count on you," said James more calmly as he folded his arms and leaned back. "You have good relationships with some influential people here, and I expect you to use those contacts get the job done."

To Be Continued…

Discussion Questions:

1. How did CPT James react to 1LT Miller's influence attempt?

2. Why was 1LT Miller not effective in this situation?

3. What should 1LT Miller do next?