Main Idea: Leadership can be viewed as either as a set of personal qualities or behaviors. Leaders have two tasks: getting the group members to do what they are supposed to do, and creating and preserving good relationships and morale among group members.

Criteria 1 Fulfilling: Leadership is fulfilling to many people who find helping teams achieve their goals satisfying.
Criteria 2 Morally Valued: Many people admire and respect good leaders and seek them out.
Criteria 3 Doesn’t Diminish: By definition, leadership is about helping others achieve positive goals which elevates them.
Criteria 4 Negative Opposite: The Opposite of leadership is the person who fails to take charge or fails to lead group members towards positive ends.
Criteria 5 Trait like: Studies show that the same individuals tend to emerge as leaders in different contexts suggesting the existence of a trait.
Criteria 6 Distinctiveness: Leadership may also be a blend of other strengths, but research has not confirm this one way or the other.
Criteria 7 Paragons: History is filled with so many leaders that include: George Washington, Alexander the Great, Jesus, Winston Churchill etc…
Criteria 8 Prodigies: Most of us have experiences witnessing children take charge as team captains or who become really popular and have lots of influence with other children.
Criteria 9 Selective Absence: When leadership isn’t present, groups and institutions begin to fail. Think of Nero fiddling while Rome burned or the absence of good leadership that allows evil to rise such as in Nazi Germany.
Criteria 10 Institutions and Rituals: Mentoring programs exist to instill leadership in others and many youth leadership programs are designed to do the same. The Leadership training community is alive and well in the business world.

Definition
Leadership as a personal quality: In this view, leadership is a set of cognitive and temperamental attributes that foster an orientation toward influencing and helping others as well as directing and motivating their actions toward collective success. Leaders are seen to have the motivation and capacity to seek out, attain and carry out leader roles in social systems.

Leaders as a practice: In this view, leadership is a set of behaviors that include (a) defining, establishing, identifying and translating a direction for collective action by one’s followers; and (b) facilitating or enabling the collective processes that lead to achieving this purpose.

Three Variables: Leadership outcomes depend upon the qualities of the leader, the qualities of the followers and the context within which the leadership occurs.

Leaders tend to endorse the following statements:
• I prefer to take on the leadership role in a group.
• I am often able to plan a course of action for my group.
• I am often able to motivate others to act in a certain way.
• I am often able to help others do a task better.
• I am often able to organize others so that they can work together more effectively.
• People generally look to me to help solve complex problems.
• People generally look to me to resolve conflicts and keep a group together.
• I am often the spokesperson for my group.
• I generally take the initiative in social situations.
• I usually take charge in emergencies.
Leader Qualities: Leaders have a need for power to help others, self-confidence, propensity for risk taking, creative thinking skills, reasoning skills, social skills and an orientation toward nurturing others.

Constructive vs Destructive Leaders: Destructive charismatics seek power for personal aggrandizement and use their social skills to gain follower submissiveness. In contrast, constructive charismatics are oriented to serving, empowering and transforming their followers. Constructive charismatics promote the welfare of others while destructives form warped perceptions of what others need or dismiss what others need.

Fomenting Dissatisfaction: Charismatic leaders provide a vision for change leading to a better future. In order for this to be appealing they must first indict the status quo and arouse dissatisfaction in others.

Measures
Some tools measure personal qualities while others measure leadership outcomes. The outcomes that are measured are usually attitudinal and motivational measures, such as satisfaction, climate, cohesion, and commitment, as well as performance measures, such as work quantity, quality, and profitability.

Most measures of leadership processes measure the following:

- Information search and structuring
  - Acquiring information
  - Organizing information
  - Feedback and control

- Information Use in Problem Solving
  - Identifying needs and requirements
  - Planning and coordinating
  - Communicating information

- Managing Personnel Resources
  - Obtaining and allocating personnel resources
  - Developing personnel resources
  - Motivating personnel resources
  - Utilizing and monitoring personnel resources

- Managing Material Resources
  - Obtaining and allocating material resources
  - Maintaining material resources
  - Utilizing and monitoring material resources

The Leader Behavior Description Questionnaire measures 12 aspects of leadership that include: representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiating structure, tolerance of freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and superior orientation.

The Managerial Practices Survey (MPS) assesses 14 categories of leadership behavior, namely, informing, clarifying, monitoring, planning, problem solving, consulting, delegating, inspiring, recognizing, rewarding, supporting, mentoring, networking, and team building (Yukl, Wall, & Lepsinger, 1990).

The leadership prototype is someone who has the motivation and capability to direct others. They have the attributes of dominance, capacity for status, sociability, social presence, self-acceptance, independence and empathy.
Correlates and Consequences

- In one study, the ascent of a new leader explained between 5 and 25% of the variance in organizational performance.
- Weiner and Mahoney found that leadership accounted for 44-47% of the variance in organizational performance.
- Gerstner and Day (1997) concluded that leadership was significantly associated with measures of job satisfaction, organizational commitment, job performance and job turnover intentions.

Facilitating and Inhibiting Factors

This research has so far found that attributes related to leader effectiveness across all cultures include integrity, visioning, transformational or inspirational ability, decisiveness, ability to manage conflict effectively to the gain of all participants, and administrative or organizational strengths.
Main Idea: There are eleven essential behaviors that leaders of high functioning teams engage in. Leaders need to balance both hard and soft leadership styles.

Hard vs. Soft Leadership: Both leadership styles have their merits and should be integrated.

1. Hard leadership styles are more autocratic, directing and demanding.
2. Soft leadership styles are more “autonomy supportive” and emphasize creating a task-focused climate. Leaders try to cultivate a sense of independence and competence in team members which leads to intrinsic motivation to perform well.

There are eleven essential behaviors that leaders engage in:

1. **Vision Casting**: Leaders create a compelling vision of a desirable future that excites team members.
2. **Intellectual Stimulation**: Leaders help followers think of problems in new ways and support individual autonomy.
3. **Individualized Attention**: Leaders meet with each team member regularly and give support and guidance.
4. **Give Personalized Recognition**: Leaders give personalized feedback and recognition to each team member on a regular basis.
5. **Demanding**: Leaders demand excellence from team members and hold them to a high standard.
6. **Build Efficacy and Esteem**: Leaders instill a sense of competence and confidence in team members.
7. **Guide Training**: Leaders identify crucial behaviors for performance and guide team members in training to be able to perform these behaviors.
8. **Emphasize Winning**: Leaders are oriented towards “winning” the game or accomplishing the goal.
9. **Cultivate self-interest**: Leaders help teammates see that performing well is in their own self-interest.
10. **Encourage Rivalry**: A healthy sense of competition amongst teams can stimulate performance.
11. **Task and Ego Orientation**: Leaders are able to direct teammates in accomplishing tasks and fulfilling personal goals.
Transformational Leadership

1. **Idealized influence:** Leaders act as role models and demonstrate the values and beliefs the group is striving for.

2. **Inspirational motivation:** Leaders need to be optimistic about what other people can achieve. They set high but achievable goals and instill a sense of confidence in their followers.

3. **Intellectual stimulation:** This involves getting others to think about old problems in new ways and encouraging them to think for themselves.

4. **Individualized consideration:** This involves recognizing individual needs and abilities, taking a genuine interest in the team, and displaying a sense of care, concern, and compassion.

**Self-Leadership:** You need to be able to lead yourself before you can lead anybody else. Leaders therefore lead by example through: Commitment, Confidence, Composure and Character.

**Servant Leadership:** Servant leaders make the teams success a priority above personal success. Servant leaders give individualized attention and offer support to each team member to achieve goals. They ensure their words build confidence and encourage team members regularly.

**Chief Reminding Officer:** The leaders job is to remind team members of goals and values constantly. The leader is engaged in encouragement about 75% of the time and enforcement of rules 25% of the time.

**Growth Mindsets:** Leaders recognize that talent is a developmental process and not a genetic gift. Research confirms that childhood sport performance is a poor predictor of adult performance. Encourage youth to engage in a diversity of activities that will contribute to development.

**Recognizing the Effects of Aging:** For the nonathletic population, there’s about a two percent decline in performance per year. But by comparison, sport performance declines at only half of a percent per year from age 35 to 70. This was based on cross-sectional data from archived masters’ records. Longitudinal studies suggest much less than half of a percent for continuously involved aging athletes.
Mastering Influence

Main Idea: The ATTiC model of influence suggests that there are four components of every influence attempt: The Agent, Target, Tactics and Context. Research psychologist Kevin Dutton claims that we are subjected to influence attempts around 400 times a day! This makes understanding influence extremely important.

Components of an Influence Attempt
In most influence attempts there are four components that determine success or failure. These components form the acronym ATTiC.

1. The Agent is the person who is trying to exert influence.
2. The Target is the person or group that the agent is trying to influence;
3. The Tactics refer to what the agent specifically says or does to accomplish his or her goals.
4. The Context refers to the circumstances that shape the interaction of the agent and target.

Outcomes of Persuasion
There are three outcomes to persuasion: conflict, compliance, and commitment.

1. Conflict occurs when the target resists the agents attempt at influence. Conflict is a failure of influence while the other two outcomes indicate a successful influence attempt.
2. Compliance occurs when the target obeys but doesn't necessarily agree with the target.
3. Commitment occurs when the target agrees with the agent and even internalizes the message.

Much of influence occurs on the subconscious level: Bob Cialdini, author Influence: Science and Practice, argues that influence often happens quickly without any intervening conscious thoughts. We are often unaware that we are even being influenced.

The Successful Agent
Likeability: Successful agents need to appear “likeable” to others as people are more likely to listen to your arguments and want to please you.

- Perceived Similarity: People like those who they believe are similar to them. If you can identify commonalities with your audience they will immediately like you. In a study by Jerry Burger, 62% of students agreed to help a stranger when told they shared the same birthday compared to 34% who helped a stranger with a different birthday. In a similar study people donated twice as much when the person asking for the donation shared the same name.

The Receptive Target
Culture: Those from collectivist cultures are more susceptible to influence than those from individualist cultures. Rod Bond and Peter Smith found those in collectivist countries are more likely to comply.

Tactics that Work
Ingratiation vs Competence: Numerous studies find that focusing you making your boss like you as a person is more important than demonstrating your competence.

Taking advantage of Context
Social Context: The Asch studies on conformity revealed that when at least 3 people give a clearly false answer they can convince people to go along with what they know is wrong. The Chinese proverb: “Three men make a tiger” means people will believe absurd information as long as enough people are saying it.
Main Idea: There are many characteristics that are typical of influential agents that are summarized by the Three C's: Competence, Caring and Consistency.

Characteristics of Influential Agents

Physical Attractiveness: As a general rule, people who are more attractive are more influential. This is confirmed by numerous studies:

- Those with symmetrical and balanced features, large eyes, small nose and prominent cheekbones are rated as attractive.
- In one study, 75% of attractive children were judged as above average in every other dimension measured by their peers compared to only 25% of unattractive students.
- Attractive people receive more attention, cooperation and care from others compared to unattractive people. People seem to just automatically be influenced by attractive people without conscious awareness.

Faces we Trust: Alexander Todorov’s research at Princeton revealed the typical features of a trustworthy face which include: Being somewhat feminine-looking, narrower, with wider eyes, arcing eyebrows, and a mouth that curves up at the sides.

Faces we Distrust: Todorov’s research also revealed that we tend to distrust more masculine-looking faces that are wider, with a larger nose and eyebrows, and a mouth that curves down at the sides.

Shared Group Membership: We tend to trust people who belong to the same groups that we do, whether that be race, ethnicity, religion, community, etc....

The Three C’s

1. Competence: We tend to trust people more if we believe they are competent and have relevant skills and abilities.
2. Caring: We tend to trust people more if we believe that they care about us and other people.
3. Consistency: We trust people who show integrity to a clear set of sensible principles.

Charisma

People who are charismatic show 3 consistent qualities: they show confidence, passion and warmth towards other people. This has to be genuine as people can usually tell if you are faking it. Charisma is not some inborn magical talent as people who receive charisma training actually develop Charisma.

Charismatic Speaking: Those who speak charismatically tend to use metaphors that compare what you are doing to some greater value or thing. They set high expectations of those they speak to. They speak confidently and passionately using animates gestures and tone of voice.

The Charisma Myth by Olivia Fox Cabane offers a series of exercises for developing Charisma outlines below:

- Cabane observed that charismatic people take charge of situations and change them to work in their favor.
- Ensure you feel physically comfortable in a situation to reduce nonverbal signals that suggest otherwise.
- Use an exercise called responsibility transfer to deal with anxiety. It involves following these four steps: (1) sit comfortably and relax, (2) take a few deep breaths, (3) imagine a benevolent, caring presence, and (4) imagine lifting the weight of everything you are anxious about and placing it in the hands of this presence.
- Don’t try to act, make yourself confident and passionate. When you meet with others focus first on getting both people comfortable.
Characteristics of Susceptible Targets

**Main Idea:** There are many typical characteristics that make people susceptible to influence.

**Characteristics of Suggestible Targets**

**Collectivist Cultures:** Those who live in and embrace collectivist values tend to be more susceptible to influence than those from individualist cultures.

**Suggestibility:** This refers to how willing someone is to accept influence and messages from others. It is the likelihood that someone will immediately accept what they see, hear or feel.

**Measuring:** The Multidimensional Iowa Suggestibility Scale (MISS) is one common tool for measuring how suggestible you are. It measures concepts such as the following:

i.) **Consumer suggestibility** refers to how easily people are persuaded by media messages on products and services.

ii.) **Persuadability** refers to how easily somebody is persuaded by peers.

iii.) **Peer conformity** refers to how often somebody conforms to the beliefs and behaviors of others to “fit in.”

iv.) **Stubborn Opinionatedness:** People high in this trait are not easily persuaded and they tend to question what they hear.

v.) **Studies** show that those who score higher in suggestibility are more likely to accept unfair deals and are more likely to be scammed.

**Age:** Both younger and older adults are more susceptible to influence. Preteens and teens appear especially susceptible to influence but the ability to resist increases until around age 20. Older people become more susceptible to influence again most likely because of changes in frontal lobe functioning that impair decision making.

**Motivation:** Richard Petty and John Cacioppo developed **dual process theory** to explain how we are influenced in different motivation states.

1. **The Central route:** Sometimes we are motivated to deliberately put effort into thinking about a message. We will then collect information and evaluate to determine whether we are influenced or not.

2. **The Peripheral Route:** Sometimes we are not strongly motivated to consider a message so we evaluate it unconsciously and automatically. Or we are so motivated to accept a message we forego critical thinking. This route relies on the influencer claiming negative or positive associations between things to elicit emotion.

3. **When we use each route:** When we pay attention to the claims and arguments someone is making we are less likely to be influenced through positive or negative associations influencers want us to make. For example, a beer commercial that makes positive associations between their brand and the type of people that drink it will influence people not deliberate paying attention to the claims or associations being made.

4. **Fatigue:** Infomercials run at night when people are less motivated to give their full attention to evaluation.

**Overcoming Susceptibility:**

In his book **Annals of Gullibility**, Stephen Greenspan suggests four tactics for overcoming susceptibility: (1) Avoid acting impulsively, (2) design your own situations to avoid being pressured, (3) accept that you don’t know everything, and (4) become more socially aware by paying attention to the tactics and characteristics of those influencing you.

**Take the Test:** To find out how suggestible you are, take the short online version of MISS available online: (http://medicine.stonybrookmedicine.edu/psychiatry/faculty/kotov_r; scroll down to “Psychological instruments and manuals”).
Main Idea: Hard influence tactics threaten the autonomy of the target while soft influence tactics support the autonomy of the target.

Defining Hard and Soft Tactics

1. **Hard tactics** threaten the autonomy of the target by attempting to use forceful methods to get them to agree. Some of these tactics include appeals to formal authority, building a coalition and applying pressure.

2. **Soft tactics** support the autonomy of the target by attempting to make certain claims more appealing than others. These tactics include using reason, emotion, ingratiating or offering exchanges.

The Influence Behavior Questionnaire

Professor Gary Yukl developed a survey called the Influence Behavior Questionnaire (IBQ) that asks employees to rate how often their supervisors use nine influence tactics, both hard and soft.

1. **Pressure Tactics**: The person uses demands, threats, or intimidation to convince you to comply with a request or to support a proposal.

2. **Upward Appeals**: The person seeks to persuade you that the request is approved by higher management, or appeals to higher management for assistance in gaining your compliance with the request.

3. **Exchange Tactics**: The person makes an explicit or implicit promise that you will receive rewards or tangible benefits if you comply with a request or support a proposal, or reminds you of a prior favor to be reciprocated.

4. **Coalition Tactics**: The person seeks the aid of others to persuade you to do something or uses the support of others as an argument for you to agree also.

5. **Ingratiating Tactics**: The person seeks to get you in a good mood or to think favorably of him or her before asking you to do something.

6. **Rational Persuasion**: The person uses logical arguments and factual evidence to persuade you that a proposal or request is viable and likely to result in the attainment of task objectives.

7. **Inspirational Appeals**: The person makes an emotional request or proposal that arouses enthusiasm by appealing to your values and ideals, or by increasing your confidence that you can do it. Inspirational appeals include (a) use of emotional language to emphasize the importance of something, (b) appeals to the target person’s sense of justice, humanitarianism, or organizational loyalty, and (c) appeals to the person’s desire to excel or to accomplish something important.

8. **Consultation Tactics**: The person seeks your participation in making a decision or planning how to implement a proposed policy, strategy, or change. If you involve someone in a decision they are more likely to accept it.

9. **Listening**: Listening to what the target’s thoughts and feelings are about a message will cause them to be more likely to accept influence from you.

- Studies show that rational **persuasion and inspirational appeal** are the most effective influence tactics in getting commitment from others. Rationality has the strongest positive effect on work outcomes.

**Flexibility**: Research shows good managers are flexible in their use of influence tactics and don’t overly rely on any of them. Hard tactics are necessary when short-term compliance is a necessity.
**Discipline without Punishment**

A technique called “discipline without punishment” was developed by Dick Grote that combines soft and hard tactics. Its purpose is to motivate employees to commit to better behavior but if they don’t to remove them.

- **Step 1 Rational Persuasion:** When there is a problem the manager should meet with the employee and outline the discrepancy between actual and desired performance and give reasons why the behavior must change followed by getting the employees agreement to change.

- **Step 2 Continued Rational Persuasion:** If the employee’s performance does not improve the manager should meet with him again to give further explanations for why change is necessary and seek to get commitment once again. This is where the manager begins to apply pressure by outlining how serious the problem is.

- **Step 3 Paid day off to think:** If the behavior still doesn’t improve then give the employee a full paid day off to think about their future with the organization and whether they are willing to meet standards or not. Giving the day off paid removes hostility and signals that the manager is willing to invest in the employee’s change. This step combines exchange and pressure tactics.

- **Step 4 Termination:** If the employee still does not improve then it is appropriate to terminate employment.

The next time you are trying to convince someone else to take action, stop to consider your own reasons for desiring a certain response from the other person—and then disregard those reasons. *Think about the reasons that your target should want to take action. Those are the reasons you should use as the basis of your effort to persuade!*
Using Soft Influence Tactics

**Main Idea:** An agent’s power base and political skill are two very important characteristics that determine his/her influence.

### Power Bases

*Power* is generally defined as the capacity for acting or doing. Power is something an agent has while influence tactics refer to what the agent chooses to do to leverage power to change others. Researchers John French and Bertram Raven highlighted six forms of power:

1. **Coercive power** is based on one’s ability to threaten punishment. It involves having authority to fire someone or dock their pay.
2. **Reward power** is based on one’s ability to deliver rewards such as money or giving time off.
3. **Legitimate power** is based on the establishment of formal or informal contracts. In the workplace, legitimate power arises from the job contracts and legal documents that outline company structure.
4. **Information power** is based on one’s ability to provide relevant facts and figures. You can choose to provide or withhold information in order to exert influence.
5. **Expert power** is based on being recognized as having an extensive and relevant knowledge base. This is usually derived from experience or formal education.
6. **Referent power** is based on people identifying with and admiring a specific agent. It comes from the loyalty and affection that others have for the agent.

Many managers today have coercive, reward, and legitimate power but are not always given expert or referent power by others. Great managers do not overly rely on rewards or punishers but use softer tactics first to exert influence.

### Political Skill

*Political skill* is defined as the ability to understand others and use that understanding to influence others more effectively. Political skill is really just how skillful someone is at using influence tactics to gain commitment from others.

Gerry Ferris and colleagues identified **four dimensions of political skill**:

1. **Social astuteness**: Socially astute individuals are socially aware and sensitive to the thoughts, feelings and interests of others. Research suggests that social astuteness is particularly important as an overall skill.
2. **Interpersonal influence**: These people have a subtle, rational and flexible influence style others find convincing.
3. **Networking ability**: Individuals with this skill know how to build and utilize a diverse and large network of people. They use these relationships to gain information and to accomplish their goals.
4. **Apparent sincerity**: This refers to the credibility of the agent or the degree to which he or she appears to others to be genuine and to have integrity.

### Enhancing Credibility

In her book *The Personal Credibility Factor*, Sandy Allgeier suggests 6 steps for establishing credibility:

1. **Take the time to learn what you need to know.** Establish information and expert power.
2. **Keep all commitments.**
3. **Honor confidences and avoid gossip.**
4. **Know yourself:** Embrace humility by acknowledging your strengths and weaknesses.
5. **Choose to value something in others:** Show concern and empathy to others and find something to like in everyone.
6. **Ask questions and listen to the answers.** This is the best way to learn.
How Context Shapes Influence

Main Idea: The context surrounding the influence attempt is an important contributor to the outcome. Three strong contextual cues include: scarcity, authority and social proof.

How Context Shapes Influence
Researcher Bob Cialdini identified three contextual cues to which people naturally respond: scarcity, authority, and social proof.

1. Scarcity: We often don’t know the actual worth of things or actions so we use shortcut rules such as: “Scarce things are more valuable.” If we think something is scarce we are more likely to act.
   - Similarly, when an item is banned by a government or other organization interest in that item is increased because it will be scarce.
   - James Chowning Davies has developed a theory of political revolution that he called the “J curve” that recognizes the role of scarcity. He said that as society’s progress in material wealth and freedom, expectations are that this will continue indefinitely. It can’t continue forever so the gap between expectations and reality makes people think that freedom and prosperity will be scarce. This fear may push a people to revolt to secure what they believe is becoming scarce.

2. Authority: Milgram’s studies prove that people will obey what they think is legitimate authority even to the point of severely hurting others. In his original study, 65% of people listened to an authority figure when told to deliver shocks that said: “450 volts: Danger: Severe Shock” and even when the respondent became unresponsive.
   - Professor Jerry Burger replicated the findings from Milgram’s study in 2009. Burger and his team found that 67 percent of men and 73 percent of women continued to deliver shocks beyond the 150-volt level.
   - Proximity: Milgram conducted others studies and found that research participants were less willing to fully comply when the learner was nearby and when the authority figure was remote. Thus, people are more likely to obey authority figures when they are closer and more frequently exposed to them.
   - Courageous Models: In another example, Jerry Burger conducted the same study on an authority figure asking participants to shock other people with one difference: he provided subjects with a model who refused to participate in shocking others. Burger found that there was not a statistically significant difference and that the courageous model made no difference. Thus, even with one person modeling resistance, more than half of the participants in Burger’s experiment were willing to follow orders and put another person in pain. This demonstrates how strong our tendency is to obey authority figures.
   - Authority removes personal responsibility: People tend to use the authority of the person giving orders as a way to escape personal responsibility for actions. If people are told they will be held personally responsible for their actions and that obedience to authority is not an excuse they will be more likely to resist mindless commands from authority.

3. Social Proof: Social proof refers to the idea that we make sense of the world by taking cues from other people and how we should act or what we should believe.
   - In one experiment, Milgram had five research confederates stop and look up at a building on 42nd Street in New York City. He found that approximately 80 percent of people passing by also looked up.
   - The bystander effect is another example of social proof and refers to the fact that nobody will stop to help somebody if lots of other people are around. We take our cues from everyone else and so end up doing the same. Single somebody out to get help.
Impression Management

Main Idea: Impression Management refers to the tactics that people use to establish images or reputations.

Impression Management
Corporations attempt to establish brands that create positive impressions in others. In the same way, people try to create personal brands or “reputations” that elicit positive impressions in others. The techniques that corporations use to establish brands individuals can use to establish reputations.

Shaping Your Impression: The term “impression management” refers to tactics people use to establish particular images or reputations. Usually people want others to believe they are good and competent people.

i.) Make others Feel Good: If you want to create a good impression, make others feel good about themselves instead of focusing on making yourself look good.

ii.) Firm Handshake: Research suggests that the handshake at the beginning of an interview can make a significant difference in the outcome. The handshake ability index measures a good handshake. In one study, the quality of the handshake mattered more than any other variable in determining who got a job.

- A Good handshake sends two message: “I am confident and strong” and “I am genuinely pleased to meet you.” Susan Fiske of Princeton has done research that suggests we try and evaluate people on two dimensions when we first meet them: competence and caring.
- Handshakes vary on 4 dimensions: firmness of grip, completeness of grip, up and down movement and eye contact.

Self-Promotion, Ingratiation and Defensive Tactics
2. Ingratiation refers to deliberately establishing favor with others and consists of two main elements:
   a.) Opinion conformity refers to stating beliefs that one could reasonably assume another person would hold.
   b.) Other enhancement is simply flattery or saying something positive about another person.
3. Defensive Tactics: These include excuses, justifications, and apologies as ways to protect one’s reputation.
   - Research shows that self-promotion and ingratiation tactics correlate with higher interview evaluations but defensiveness does not. Studies suggests that in formal interview contexts, engaging in both self-promotion and a bit of opinion conformity is likely to create the most positive impression
4. Exemplification: seeking to be viewed as dedicated by going above and beyond what’s expected.
5. Supplication: seeking to be viewed as needy by broadcasting weaknesses and limitations.
6. Intimidation: Seeking to be viewed as intimidating by threatening or bullying others.

The Three Strategies for Establishing Reputation
1. Positives: Make use of ingratiation, self-promotion and exemplification by creating an overall positive image.
2. Passives: Make little use of any tactic and so passively allow others to brand them. More women use this style.
3. Aggressives: Use all of the tactics but make greater use of intimidation. More men use this style.

- Effects of the Three Strategies: Both positives and passives are viewed favorably by other team members while aggressives were consistently seen as less effective team members.
- Dark side of Ingratiation: In a study on ingratiation it was found that CEO’s who received flattery from team members were more likely to sustain a losing strategic direction over time which leads to lower performance.
- Building reputation: Keep track of the number of compliments you give over the course of a week and record how many were sincere. Try to increase sincere sharing of positive thoughts of others. Also, track the number of self-promotional statements and reduce if you do more than 2-3 a day.
Main Idea: Good salespeople are competent, caring and they act in ways typified by Carnegie’s work “How to Win Friends and Influence People.”

Characteristics of Good Sales People
Successful salespeople come across as being competent and caring, the same characteristics of influential people.

A good salesperson also behaves in a way that is consistent with Dale Carnegie’s classic work How to Win Friends and Influence People. Six major pieces of advice includes:
1. **First, be genuinely interested in people.** Be attentive and ask questions to get to know people without being overwhelming.
2. **Second, remember and use peoples’ names.**
3. **Third, be a good listener.**
4. **Fourth, talk to people in terms of their own interests.** Focus on why a product or service would be good from the target’s perspective, not the agents.
5. **Fifth, make people feel important and do it sincerely.** Remember a customer’s name and basic information to establish and maintain a connection.
6. **Finally, use the simple but powerful tool of smiling.**

Research on Tips: In one study, the largest increase in restaurant tipping came not from using the customer’s name (which yielded a 10 percent increase) but from smiling (which yielded a 140 percent increase).
- Using the Customers Name: 10% increase.
- Giving customers candy: 20% increase.
- Squatting next to table: 20-25% increase.
- Repeating a customer’s order back to them: 100% increase.
- Smiling: 140% increase. Smiles signify kindness and helpfulness and may put the customer in a good mood via “emotional contagion.” When you are in a good mood, you evaluate everything better.

Responsive Sales Targets
**Motivated targets:** “Don’t go to the grocery store when you’re hungry.” When you are strongly motivated to buy something you should not immediately buy as you are likely to make poorer decisions. Instead buy before you are in dire need so you have more time to make comparisons and evaluate products.

**Selling Contexts:** People are more likely to participate in contests where there are multiple winners. Educate yourself about the incentives that salespeople currently have. Check for incentives on low-demand items and find the seller that has many of these items in stock for the best deal.
- **Avoid Commission:** Salary based salespeople that are paid to be good to customers are better than commission based salespeople who have incentives to close deals. In his book To Sell Is Human, Daniel Pink suggests that the best salespeople are paid to provide good service and not to just make sales.

**Reciprocity:** When someone does you a favor there is an innate impulse and obligation to return the favor. This is why salespeople tend to give away small gifts to customers to activate the reciprocity norm. This is why servers will give you some candies when the bill comes to make you feel like you got something extra. This is why many organizations put limits on what gifts employees can receive to counteract the reciprocity norm.
Persuasive Negotiating

Main Idea: Two common negotiation strategies were outlined by Roger Fisher and William Ury and include: principle based negotiation and position-based negotiation.

Successful Outcomes
Fisher and Ury outline three criteria that must be met for a successful negotiation:

i.) Mutual Satisfaction: Both parties must be satisfied with the settlement.

ii.) Efficiency: The settlement should have been achieved efficiently.

iii.) Relationship repair: Both parties should be willing to work together again.

Position Based Negotiation
Position-based negotiation occurs when each person has a specific position that they must achieve. For example, you may go into a negotiation refusing to pay more than 10,000$ for a car. A home buyer might go into a negotiation determined not to pay any settlement costs.

- Win-lose approach: This approach has also been called “win-lose” because both parties can’t achieve the pre-determined outcome if they are mutually exclusive. This approach eliminates potentially creative solution and leaves the other person frustrated.
- Influence Tactics: This type of approach encourages the use of hard influence tactics such as pressure.
- Time Pressure: Often when negotiations are constrained by time it is harder to spend the time to exchange information, consider alternatives and find mutually beneficial solutions.
- Email: In a study conducted at Tel Aviv University, researchers found that people negotiating via e-mail used more hard tactics than those who negotiated face to face.
- Competitiveness: People who are more competitive seem to prefer position-based negotiation to other methods.
- Culture: In one study, those from individualist cultures acted less cooperatively in negotiations when they were being evaluated while those in collectivist cultures acted more cooperatively. When people know that others are watching, they are more likely to behave consistently with cultural expectations.

Principle Based Negotiation
Principle-based Negotiation: occurs when each party considers the others interests and both seek mutually beneficial compromises. This style moves people away from hard influence tactics such as pressure and moves them toward soft influence tactics of rational argument, inspiration, and exchange.

- Win-Win Approach: This strategy has also been called win-win because each party establishes rapport, finds trade-offs and exchanges concessions. As such, each party gets some of what they want. This strategy relies on each side having confidence.

Game Theory and Tit for Tat Strategy
Game Theories tit for tat strategy: Each side should start by pursuing a principle-based strategy but if one side shifts into a position-based strategy you can use hard and soft tactics to match what they are doing. Consider the other sides interests and then use words such as “we” and “us” to try and build rapport and establish cooperation.
Main Idea: Give gifts, have someone else highlight your relevant expertise, emphasize scarcity, and make small requests for a foot in the door or large requests for a door in the face. Make personal connections with others, highlight your similarities and then make the request.

General Persuasion Techniques

The “Because Reflex”: Research tells us that people are more likely to say yes to our requests if we give reasons for them and are even more likely to say yes if we use the word “Because” in our reason.

Foot in the Door Technique: This involves getting a person to say yes to a small request in order to activate the consistency bias. Their brain will monitor future decisions to appear consistent with previous ones. Requests should be voluntary, active and public.

- The largest effects involve delays between the first request and the second by a period of about a week.

Door in the Face Technique: This involves making a large request that will be declined and then making the person uncomfortable for saying no. Then you follow up with a small request that seems small in comparison and allows them to alleviate the discomfort for refusing a favor.

Make Personal Connections: To be more persuasive first seek to make personal connections, highlight similarities and emphasize how the other person is “like you.”

Scarcity Effect: Studies show that people are willing to pay more for identical items that they believe are scarcer. The story of Huckleberry Finn illustrates this principle as he makes neighborhood kids believe painting a fence is a rare opportunity so they flock to be able to do it.

State your expertise: People are more likely to listen to an expert on a subject than a non-expert. Studies even show that if you wear a suit and tie you will be more persuasive than if you don’t dress to impress. Ensure that your relevant expertise is highlighted before making a request.

Have someone else highlight your expertise: Try and have someone who doesn’t have a clear vested interest in your goals highlight your expertise. In one study, receptionists changed their script from “Let me transfer you to Bo” to “Let me transfer you to our expert in this area, Bob. He’s been working with rental properties in this region for more than 12 years.” More people made appointments with Bob when this script was used.

Expert Effects: Research shows that people remember things better if they are associated with particular experts (tennis racket with Andre Agassi). We seem to encode information better if it is associated with an expert on the matter.
<table>
<thead>
<tr>
<th>Agent</th>
<th>Target</th>
<th>Tactics</th>
<th>Context</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Likeability</td>
<td>Characteristics:</td>
<td>Soft Tactics: Respect Autonomy</td>
<td>Scarcity</td>
<td>Conflict</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exchange Tactics</td>
<td>How Rare are the things associated with the influence attempt?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ingratiation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rational Persuasion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Inspirational Appeals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consultation Tactics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Active Listening Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Genuine Interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other Enhancement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similarity with Target</td>
<td></td>
<td>Hard Tactics: Threaten Autonomy</td>
<td>Authority</td>
<td></td>
</tr>
<tr>
<td>Physical Attractiveness</td>
<td></td>
<td>Pressure Tactics</td>
<td>What do authority figures signal?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Three C’s</td>
<td>Demands</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Threats</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intimidation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upward Appeals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coalition Tactics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Charisma</td>
<td>Hybrid</td>
<td>Social Proof</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discipline without Punishment</td>
<td>What are other people in the environment doing?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Self-Promotion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exemplification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Supplication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Power Base</td>
<td>Defensive Tactics</td>
<td>Reciprocity</td>
<td>Commitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Excuses</td>
<td>Have you done something first for the person?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Justifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apologies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultural Orientation</td>
<td>Reputation Tactics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individualist</td>
<td>Positive</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collectivist</td>
<td>Passive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggestibility</td>
<td>Negotiation Tactics</td>
<td>Aggressive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Central</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peripheral</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political Skill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Astuteness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpersonal Influence</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Networking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sincerity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>