

Bringing Others Along through Influence and Motivation

Ella L. Ingram, PhD
Associate Dean for Professional Development
Professor of Biology
Rose-Hulman Institute of Technology
5500 Wabash Avenue
Terre Haute IN 47803
812-877-8507
ingram@rose-hulman.edu

Session Abstract:

Even when people agree with your vision, they can be reluctant to participate or contribute in the ways that you want. This session focuses on finding simple, effective, and ethical ways to encourage people to bring their best work to your joint project. We'll take lessons from marketing and psychology to develop simple behaviors and language changes that can have a dramatic effect on bringing others along. These behaviors and changes, if accomplished, will affect the diverse work of project teams, from acquiring needed resources to garnering a faculty's best thinking to getting work done. This session will be especially interesting to those among us who think we're immune to influence strategies or motivational tugs.

Influence techniques emerge from the science of marketing. In short...

We give to those who have given to us (demonstrating Reciprocity).

We desire things that are rare or we might not get in the future (demonstrating Scarcity).

We strive to find congruence between past and future behavior (demonstrating Consistency).

We take action upon request from an authority (demonstrating Authority).

We fulfill requests and are persuaded by those we like (demonstrating Liking).

We do what we see other people doing (demonstrating Consensus aka Social Proof).

<p>Reciprocity I'm happy to take your non-department interview slot</p>	<p>Scarcity Unique opportunity with unique audience</p>
<p>Consistency I'm reminded of your speech with promises X and Y.</p>	<p>Authority Introduce your co-speaker rather than yourself</p>
<p>Liking You have chickens, too? Aren't chickens great?</p>	<p>Consensus 90% of peer group is doing this thing we should do</p>

Identify a person who serves an important role to your RED project, but isn't a team member.

What do you think they can do for the project?

What immediate outcome or action will you seek?

Which principle will you activate? Why is this principle your choice?

What words will you use to open the conversation? How will you connect to the principle of influence?

Individuals driven by higher order needs, such as **achievement and growth**, were more willing to engage in continuous organizational improvement in the context of implementing a total quality management program (Coyle-Shapiro & Morrow, 2003), to participate in organizational restructuring (V. D. Miller et al., 1994) and to experience positive affective reactions to their job during changes to their work schedules (Bhagat & Chassie, 1980). Similarly, change recipients **high in personal initiative**—a disposition consisting of an active and autonomous orientation—tended to evaluate the outcomes of an organizational change more positively (Hornung & Rousseau, 2007). In another study, a **mastery motivational trait**, reflecting a learning orientation, moderated the relationship between change process and the degree to which individuals' person–job fit was perceived as being altered in the context of a variety of organizational changes (Caldwell et al., 2004).

Oreg et al. 2011.

“The question is not ‘How should we change the reward system?’; it’s ‘How do we create environments more conducive to productive faculty life?’” (Wergin, 2001)

<p>Autonomy Freedom to experiment, do things without fear of consequences, the power to grow, follow one's own lead, especially in ways that add to "the common good"</p>	<p>You do it your way, and I'll do it my way. Would you be willing to let me.... I have tenure. I can't be fired. Don't try to control me.</p>
<p>Community Participate in the community of scholars, belonging to a place and system, play an important and unique role, give and receive nurturing</p>	<p>Who else is on the committee? Is Bob? You know who would be great for this: Julie! I just really love being a part of [COLLEGE]. Erika, I'm so glad to work with you.</p>
<p>Recognition Feel valued both privately and publically, know that one's work has worth to others, being paid attention to, regard as a professional and scholar</p>	<p>I've done that, too. I really need some support to make this happen. I'm happy to say I've been nominated for [AWARD]. Will the administration take my advice this time?</p>
<p>Efficacy Having an impact on the (academic) environment, contributing to the betterment of society, improving oneself to do good and add to quality of life</p>	<p>Let's get our Tutoring Center involved. I want to learn more about [topic]; who can help? I'm anticipating a challenge, but I think I can do it. This work will surely have a big impact on [SCHOOL].</p>

<p>Autonomy Foster sole or few-authored work</p>	<p>Community Co-author lots of papers, especially for conferences</p>
<p>Recognition Allow to be the face of the project to the faculty senate</p>	<p>Efficacy TA and new faculty (old faculty!) training programs</p>

Identify a person who serves an important role to your RED project, and is a team member.

What do you think they can do for the project that they aren't currently doing?

What immediate outcome or action will you seek?

Which element of motivation will you activate? Why is this element your choice?

What words will you use to open the conversation? How will you connect to the person's motivation?

Table 3 Categories of faculty-identified drivers for STEM education change

Driver category	Description of category	Example comments
Expands on current practices	Faculty member or other colleague(s) have already adopted EBIPs and/or are engaged in assessment to improve teaching	1) We already think about a lot of this stuff due to accreditation and dept. college culture; 2) Some faculty are already trying new techniques
Encourages collaboration and shared objectives	Collaboration and communities of practice is a beneficial outcome of increased emphasis on teaching and student success; development of shared vision	1) Agree on higher academic standards; 2) Some faculty could work together on course development and improvement
Improves teaching and assessment	Expectation for gains in individual teaching ability, confidence, and/or efficiency; more consistent curriculum across sections/department; better assessment processes	1) Improvements in instruction across the whole dept.; 2) Consistency in expectations of learning
Aligns with existing resources	Resources and materials are readily available to assist in the adoption/implementation of EBIPs: people, CTL, technology	1) Lots of support from the Center for Teaching and Learning and department; 2) Adoption of blackboard/video capture make evidence-based learning more feasible
Provides flexibility and encourages exploration	Adoption of new teaching practices fosters creativity; exploration/innovation are encouraged	1) Leaves room for personal innovation & experimentation; 2) Can explore effectiveness and compatibility w/best practices, with your teaching style & personality
Improves student and department outcomes	Realization of vision will result in improved outcomes for students and/or the department (e.g., student retention, decreased failure rates, fewer repeating students)	1) Will help improve student retention/graduation rates; 2) Successful results (That students performance or satisfaction improves)
Promotes student engagement and faculty-student interactions	There will be improved relationships/rapport with students; students enjoy active learning environments and will be more engaged	1) As teaching improves, relationships with students probably also improve; 2) With students: increase dialogue in classroom
Aligns with faculty desire for student success	Instructors are willing to try new things and have a shared desire for student success; aligned with current efforts for teaching effectiveness and improved student learning	1) Intrinsic motivation to prepare future citizens; 2) We/I'm motivated to push for better learning/retention
Develops stronger students/graduates	The use of active learning pedagogies will aid students in the development of skills necessary for future course work and employment	1) Relevance for students (skills needed outside Higher education); 2) Success of higher education in preparing thinkers and leaders
Institutional/departmental support	Vision is valued and supported by the department and/or institution; teaching will be valued in tenure and promotion process	1) Support from management Chair/Dean in testing new ideas; 2) Teaching quality is considered in T & P decisions

Shadle et al. 2017.

References

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- Cialdini. 2006. *Influence: The Psychology of Persuasion*. Harper Business, Revised Edition.

For Me To Do:

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- _____
- _____
- _____

For the Team To Do:

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- _____
- _____
- _____

Notes

Appendix

<p>Reciprocity <i>I'm happy to take your non-department interview slot</i> I'll owe you if you cover my class. Offer resources that are easy to give away. Free consultations</p>	<p>Scarcity <i>Unique opportunity with unique audience</i> This option will present itself once only. Only a few scholars were asked to come. Internal grant competitions</p>
<p>Consistency <i>Reminder about recent speech with promises</i> Click here to learn more. Write out "for me to do" items. "For more information" forms</p>	<p>Authority <i>Introduce your co-speaker rather than yourself</i> Engage in judicious self-promotion. Acquire public commitment from president. Awards</p>
<p>Liking <i>You have chickens, too? Aren't chickens great?</i> Specifically identify similarities. Pay copious professional compliments. "About us" page on team website</p>	<p>Consensus <i>90% of peer group is doing this thing we should do</i> Share student testimonials about changes. Intentionally create group behaviors. Discussion boards</p>

<p>Autonomy <i>Freedom to experiment, do things without fear of consequences, the power to grow, follow one's own lead, especially in ways that add to "the common good"</i></p>	<p>"Here's a protected space for you to try out these ideas." Label as the entrepreneur "she's who we go to" Foster sole or few-authored work Make in charge of an initiative</p>
<p>Community <i>Participate in the community of scholars, belonging to a place and system, play an important and unique role, give and receive nurturing</i></p>	<p>Lunch meetings with lunch Book clubs or learning communities Co-author lots of papers, especially for conferences Solicit as an internal mentor for the project</p>
<p>Recognition <i>Feel valued both privately and publically, know that one's work has worth to others, being paid attention to, regard as a professional and scholar</i></p>	<p>Feature stories in internal publications Allow to be the face of the project to the faculty senate Write lots of thank you notes Public acknowledgement in highly visible settings</p>
<p>Efficacy <i>Having an impact on the (academic) environment, contributing to the betterment of society, improving oneself to do good and add to quality of life</i></p>	<p>TA and new faculty (old faculty!) training programs Cross-institutional partnerships Collect the right type of data (impact stories) Revisit before and after on a regular basis</p>