Hi everyone, what a pleasure it was to work with you. Below are the slides we used for our session. I've added some language – in these orange boxes – to just remind you what we did, so that you can use these slides as a reference tool any time you're having a tough influence conversation. I hope it's helpful!
- *Naseem*

Dealing with Difference
Collaboration Skills for Today's Lawmaker

Bowhay Institute *for* **Legislative Leadership Development**
MIDWESTERN LEGISLATIVE CONFERENCE

Naseem Khuri
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Madison, WI

Opening Task: Script

You wrote down a script of an influence conversation you had that did not go well

What was said in the conversation
I said:
They said:
I said:
They said:
I said:
They said:

Example
I said: This project plan is not going to work.
They said: Yes it will.
I said: Are you kidding? We'll slip the deadline if we do it this way.
They said: I don't think so. Should be fine.
I said: No. It won't be, and it'll be our fault.
They said: Calm down. You're worrying about nothing.

Convince me...

We role-played a conversation where you were trying to convince me to take the vaccine. The idea was to start to become aware of what habits we have and what tactics we use when trying to influence someone.

- Small groups
- Three minutes
- Choose and prepare champ

"I'm not taking the vaccine"

Common Approach

ASSUMPTIONS

I'm right on this,

I'll show you how,

and I'll win you over

PURPOSE

Convince them to do/think something

ACTIONS

Build and Deploy Argument
Communicate talking points/key messages, lecture, defend, etc.

When we start off with the purpose of "convince them to do something," we may take the actions listed above. And we may not realize what assumptions are driving that purpose.

Purposes

- **Enhancing your awareness** of:

  - the process by which you manage difference, influence and align across the aisle, internally, and with constituents.

  - the traps you may fall into when trying to manage difference, influence and align.

- **Understanding and using tools** for analyzing such influence conversations and better preparing for, conducting and reviewing them.

- **Building confidence** in your ability to improve your skills over time, and create a model through which you can practice.

Certainty

Study: tests of logical reasoning, grammar, and sense of humor:

People who scored the LOWEST	*had*	**the MOST INFLATED opinions of their skills**
They thought they did better than **62%** of their peers	*when in reality*	They outperformed only **12%** of them

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Certainty

The Dunning Kruger Effect:

The less intelligent we are in a particular domain, the more we seem to overestimate our actual intelligence in that domain

Ladder of Inference

The Ladder tells the story of how we all come to our conclusions. We each have our own ladder, and we tend to argue with our conclusions.

Conclusion
What is the conclusion we draw?

Lens
How do we interpret this data? What values assumptions, beliefs do we draw upon?

Selected Data
What information are we focusing on?

Data
What is the available data?

Adapted by Naseem Khuri from Chris Argyris and Roger Fisher

Ladder of Inference

The more certain we are (in other words, the more firmly our ladders are in place, the harder it is to be persuasive with others. And, there are certain factors like biases that keep our ladders more firmly in place and make it harder to move them.

Our ladders get more firmly in place

Biases

Bias: the tendency to make decisions or take action in an unknowingly irrational way

We see what we believe

- **Confirmation bias** – caring about information that backs up what we already believe.
- Explains why facts and data are insufficient: vaccines, climate change, etc.

"Numbers in statistics are necessary and wonderful to discover the truth. But they are not enough to change beliefs, and are virtually useless for motivating action."

- Tali Sharot, neuroscientist at University College London

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Biases

We dismiss what we don't believe

- **"Asymmetrical updating"**: When we receive information that contradicts what we believe, we dismiss it.
- "As we get more and more information, we will change our beliefs more and more but mostly in response to information that already fits our views."

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Biases

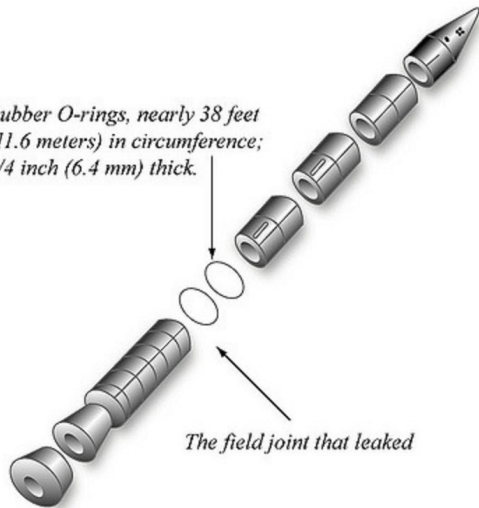Rubber O-rings, nearly 38 feet
(11.6 meters) in circumference;
1/4 inch (6.4 mm) thick.

The field joint that leaked

- Lowest temperature allowed for safe launch: 54 degrees F
- Temperature on Jan. 28, 1986: 28.9 degrees F

In the moments leading up to the Challenger disaster, a group of contractor engineers were trying to persuade their bosses and the NASA administrator to stop the launch. Unfortunately they failed; NASA was set on launching, and looking for information to back up that conclusion.

Biases

Change is hard

- **Status Quo bias**: When making an important choice, we are more likely to pick the option that maintains things as they are currently.
    - Making new investments
    - Sticking with your cable provider

Biases

We get attached to what we see first

- **Anchoring bias**: we over-rely on one key piece of information—usually the first one we received

Remember the professor who asked his students a question, and rigged a roulette wheel to land on certain numbers. The students' answers hovered around those numbers, even though the wheel had nothing to do with the question.

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Assumption Two: Exercise

ASSUMPTION:	I'M RIGHT	I'LL SHOW YOU	I'LL WIN

In this exercise, A was tasked with selling something of value to B, and B was tasked with counting the number of statements and questions that A made. In most cases, A made a lot more statements than asked questions. Without making a deliberate decision on how we communicate, we can easily fall into the 'advocacy trap' of using our arguments without yet understanding our audience.

Instructions for everyone

- Partner up
- Choose A and B
- A's task
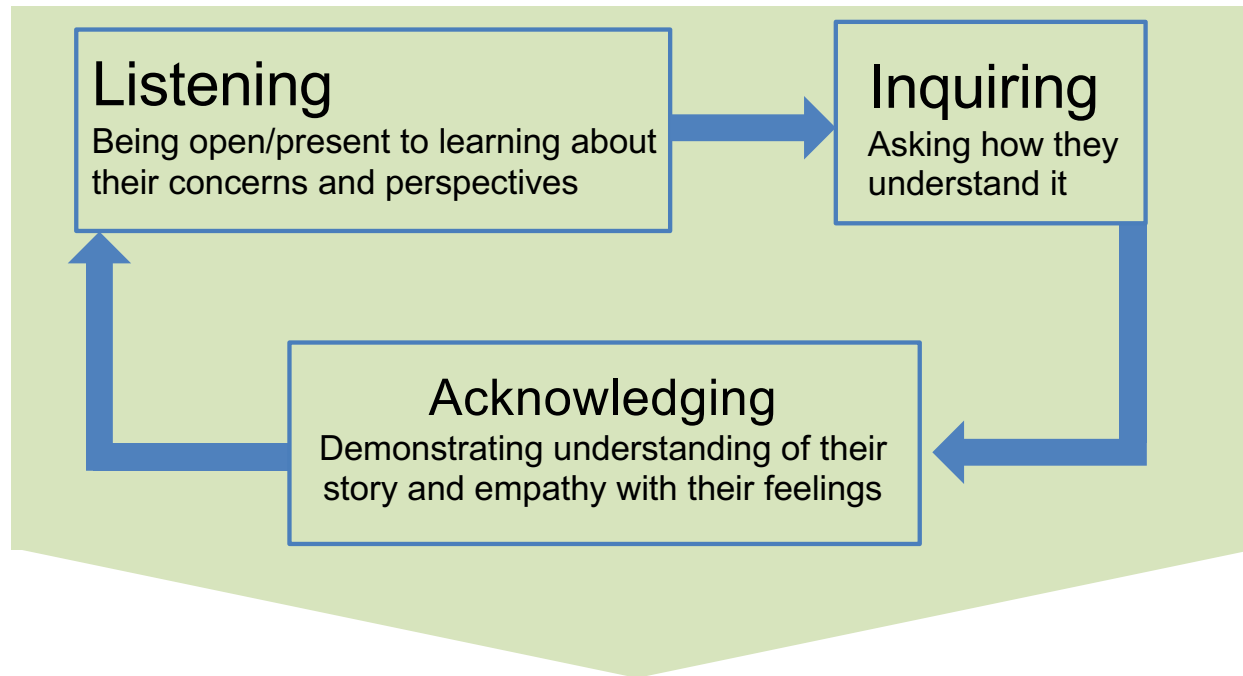- B has confidential instructions

Confidential instructions for B:

COUNT (IN YOUR HEAD) THE NUMBER OF STATEMENTS AND QUESTIONS THAT A MAKES

Key Skills

These are the key skills we use when we engage in influence conversations. And the very skilled influencers are the ones who are constantly making deliberate decisions on which of these skills to use, and when.

UNDERSTANDING SKILLS

Listening
Being open/present to learning about their concerns and perspectives

Inquiring
Asking how they understand it

Acknowledging
Demonstrating understanding of their story and empathy with their feelings

ADVOCACY SKILLS

Advocate Skillfully

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We talked about the 'Tide Pod challenge,' where teenagers were ingesting Tide Pods and, not surprisingly, going to the hospital.
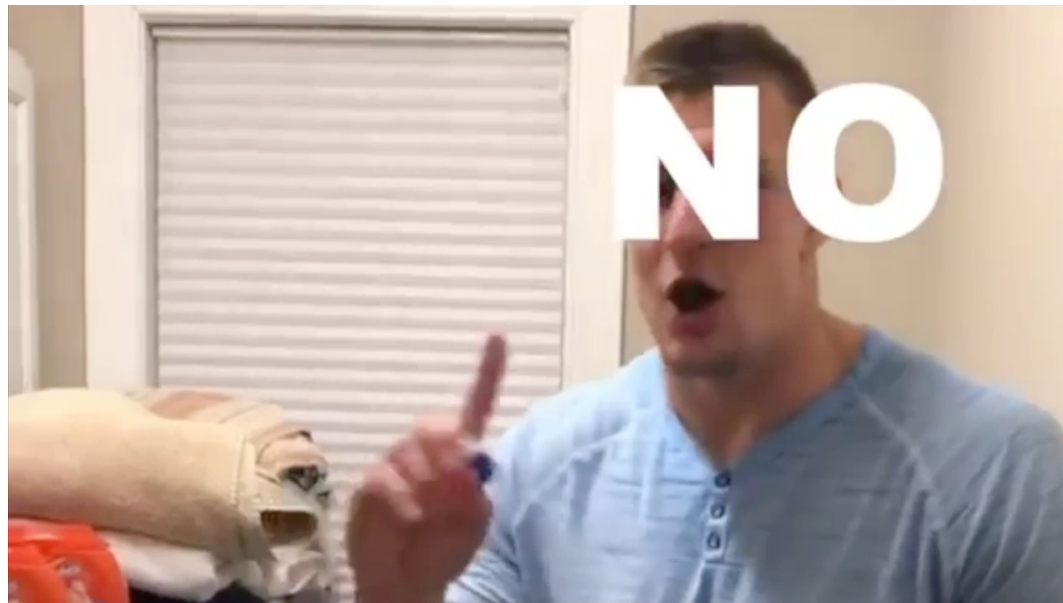
17

- Tweet from Tide: "What should Tide PODS be used for? DOING LAUNDRY. Nothing else. Eating a Tide POD is a BAD IDEA..."

The Tide PR campaign effectively told people what to do. And it backfired.

- Four days later: Google searches for Tide Pods doubled. A week later, by 7x.
- Cases of teens ingesting Tide Pods more than doubled that of prior two years combined.

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Adapted from *The Catalyst: How to Change Anyone's Mind* by Jonah Berger

Autonomy

Denying Autonomy

- Instructing jurors to disregard inadmissible testimony

- Telling college students to stop drinking alcohol

- Persuading people that smoking is bad for health

- Jurors weigh it more heavily

- They drink more

- They get more interested in smoking

Autonomy

We talked about the Truth Campaign being an effective example of honoring someone's autonomy when making decisions.

How to reduce teen smoking?

- Cigarettes were largest cause of preventable deaths and disease
- In the US, smoking responsible for 1 in 5 deaths
- Cost of $150 billion per year

Tobacco companies targeted teens

- ¾ of high school students had smoked
- One in four seniors smoked daily
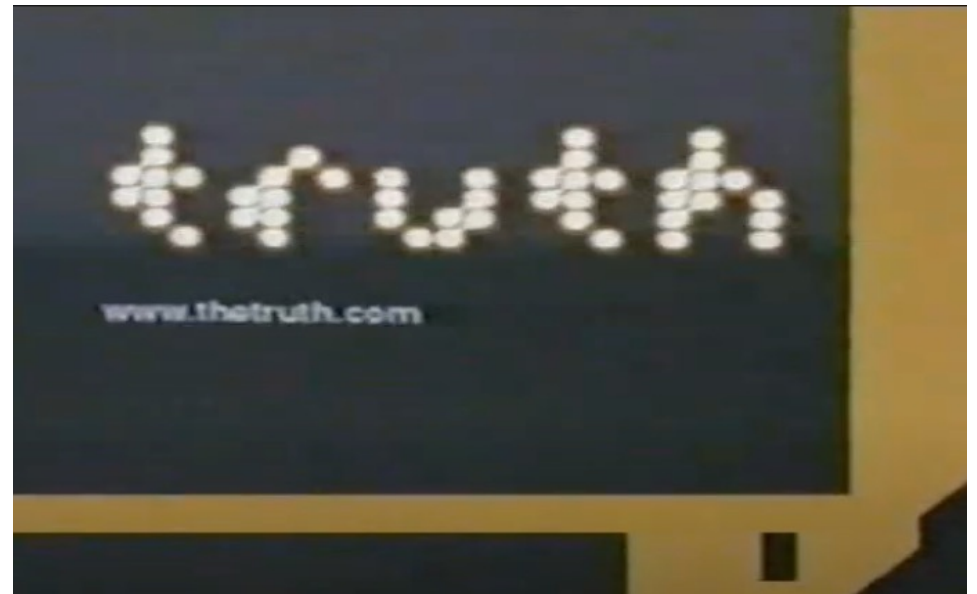- Teen smoking at 19 year high

Autonomy

The 'Truth Campaign'

- "The ad didn't demand anything from teens. There was no message at the end telling them not to smoke, what to do, or what would or wouldn't make them cool. The spot just let them know that, whether they realized it or not, cigarette companies were trying to influence them – and that the media was in on it."

Autonomy

Results
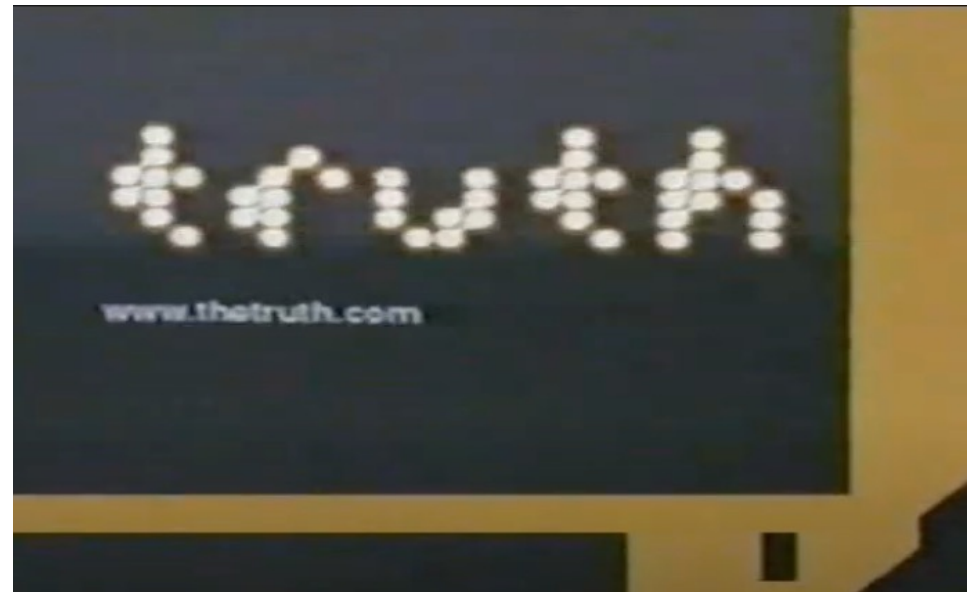
- In Florida:
  - More than 30,000 teens quit.
  - Within two years, teen smoking rates reduced by half.
- National campaign
  - Led to rates dropping by 75%
  - Prevented more than 450,000 youths from smoking in the first four years.

Adapted from *The Catalyst: How to Change Anyone's Mind* by Jonah Berger

Exercise

- Find a partner

- From now on, no communicating at all

- You have 15 seconds

- Your goal is to earn as many points for yourself as possible

This 'arm exercise' reveals how assumptions might guide our behavior. At first you thought, "of course I can earn points." And right when you saw that earning points looked like the equivalent of 'arm wrestling' you might have forgotten about that goal. Your goal might have shifted from 'earn points' to 'win'.

Assumption: I'll Win

Arm Wrestling	Assumptions	Arm Exercise
Beat them	Goal	Maximize my points
Use strength to impose my will	Strategy	Try to enlist the other person as a partner
Push (harder)	Actions	Pull my arm down Separate arms
Conflict Few points earned	Results	Cooperation Many points earned

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Assumption: I'll Win

Remember the story of the truck driver and the soldier, and the danger of 'goal drift'

	Initial	New
Goal	Get truck across border	Change soldier's perspective
Strategy	Present clearance	Shame, lecture, educate

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The Costs of Competition

- "Goal drift"
- "Covert retaliation"
- "Ethical fading"

When we treat our conversations as competitions, we take on some costs.

"The message that competition is appropriate, desirable, required, and even unavoidable is drummed into us from nursery school to graduate school; it is the subtext of every lesson."

- Alfie Kohn, *No Contest: The Case Against Competition*

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So what do we do?

ASSUMPTIONS	PURPOSE	ACTIONS

I'm right

I'll show you I'm right

I'll win you over

Convince them to do/think something

Build and Deploy Argument
Communicate talking points/key messages, lecture, defend, etc.

I have an opinion and I'm open to change

We'll share our perspectives

We'll both evolve

Understand each other's views

Understand why you might disagree

Co-create a new option

1. Adopt Mindset
of curiosity and openness

2. Understand
their values, concerns, perspective

3. Skillfully Advocate
based on their perspective

Action One

Think about:

- Your favorite class in high school.

- The last time you cried at a movie.

- Who you voted for in the last election.

- The last time you changed your mind.

In each of these cases, you were influenced. The question is, why? What about these situations were influential to you? What tends to influence you? Before we can influence others, we have to understand what influences us.
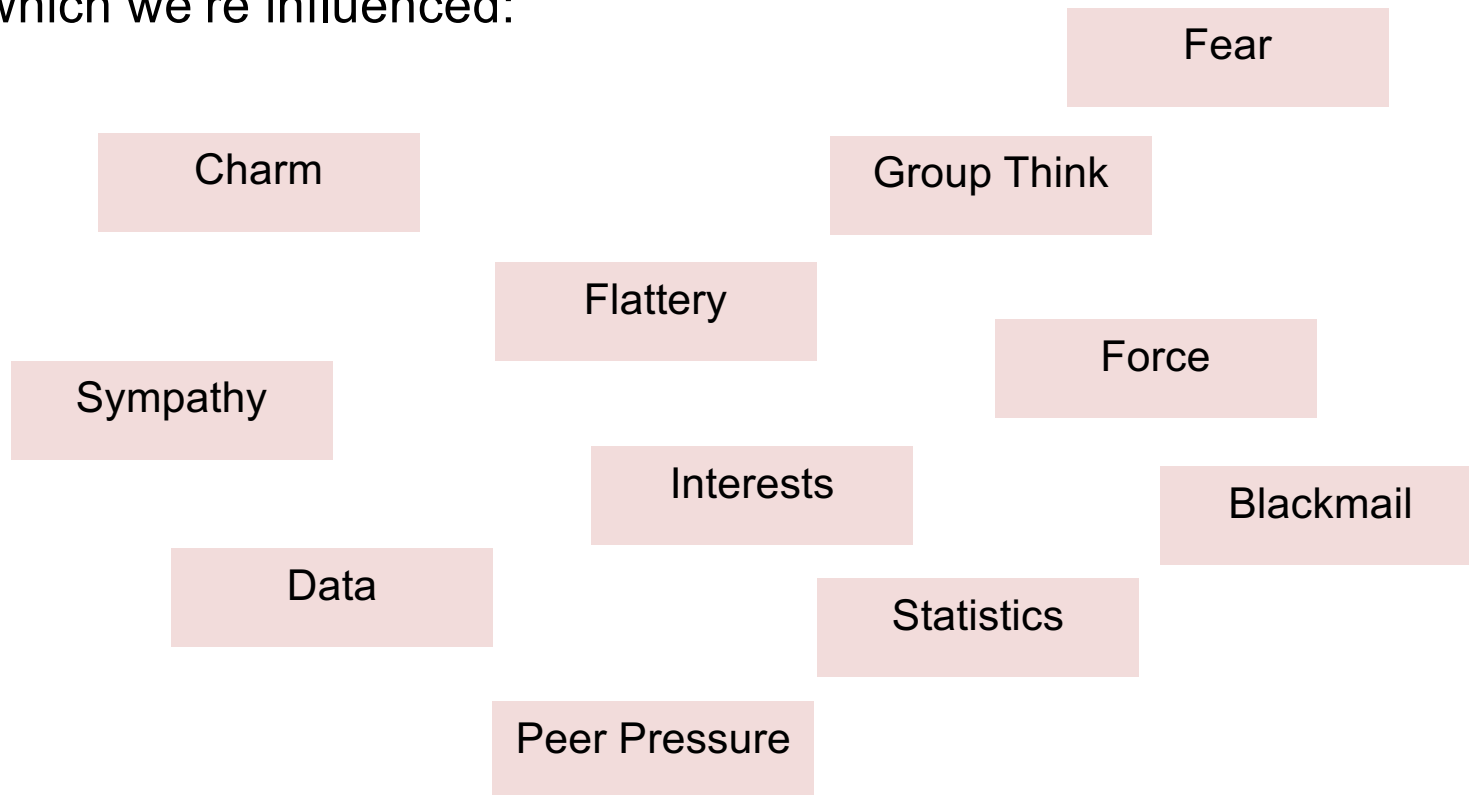
28

Action One

Ways in which we're influenced:

Fear

Charm

Group Think

Flattery

Force

Sympathy

Interests

Blackmail
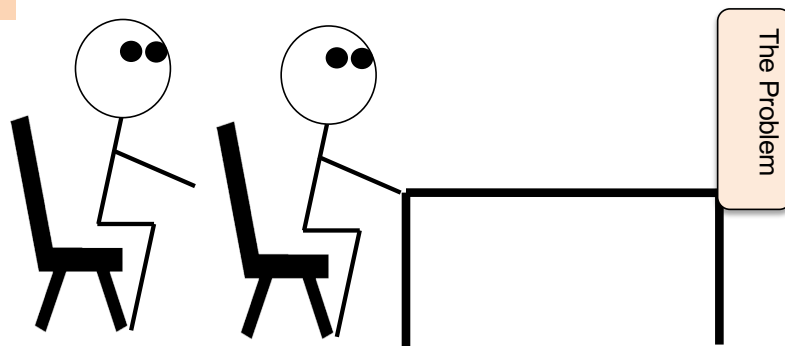
Data

Statistics

Peer Pressure

Orientation

We should not just by default think of our counterparts as competitors.

We ought to make a deliberate decision on what type of orientation we want with our counterparts.

The Problem
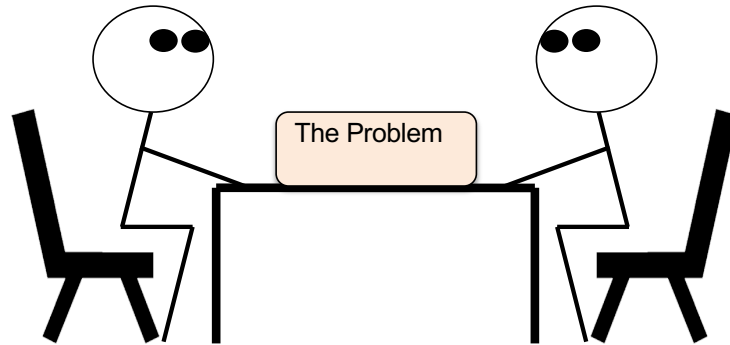
COMPETITIVE

- Someone wins, someone loses
- Relationship implications
- Untapped value

The Problem

COLLABORATIVE

- We can both win
- Relationship implications
- Maximizing potential

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Orientation: Collaborative

Remember: changing minds is complex:

- It implicates personal & group **identity**, life experiences, and well-being
  What are you asking them to do?

- Persuasion often occurs over **time**, in stages.
  Minds don't change overnight, they change over time.

- It requires **autonomy**:
  People need to make their own decisions

Advice: Be present and open

- Pay full attention to the other

- Be in the moment

- Make the decision to be curious and to not judge.
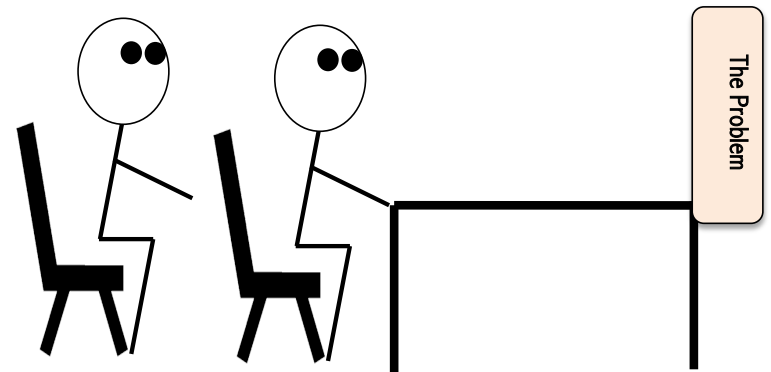
The Problem

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Understand: Three Skills

In answering the question, "what was your approach to influence?" Bill Clinton responded "I look across the table." It's a nice reminder to understand your audience before using your argument.

Understand: Three Skills

| ADOPT MINDSET | UNDERSTAND | SKILLFULLY ADVOCATE |

UNDERSTANDING SKILLS
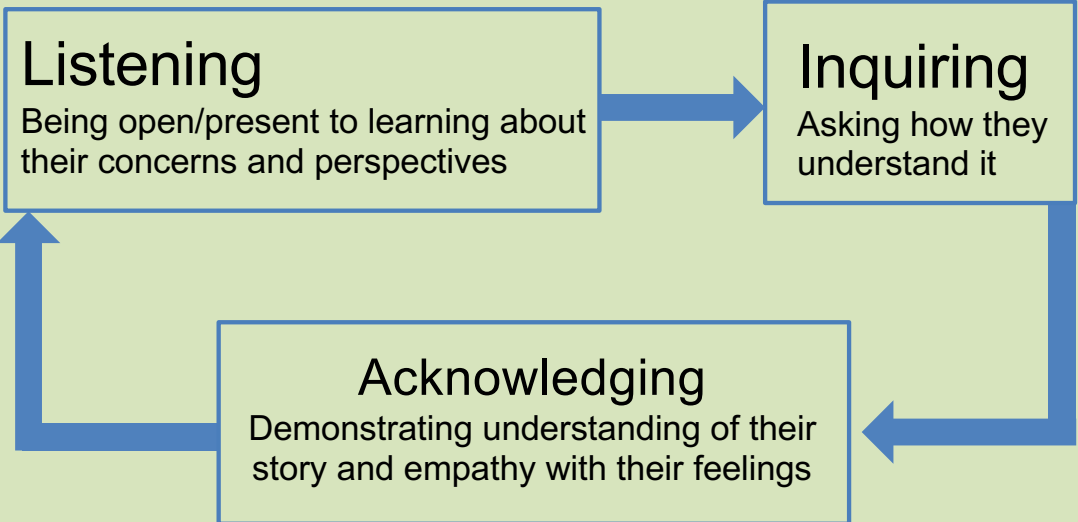
Listening
Being open/present to learning about their concerns and perspectives

Inquiring
Asking how they understand it

Acknowledging
Demonstrating understanding of their story and empathy with their feelings

ADVOCACY SKILLS

Advocate Skillfully

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Understand: Canvassing Example

Understand: Canvassing Example

After two questions, I was still ineffective. Clearly I was not solving for the right problem.

I

I

A

A

Hi! I'm here to talk about Candidate Blahblah. What do you care about in this election?

Unemployment.

Why is that important?

I'm unemployed. Have been for six months.

I see. Well, Candidate Blahblah has a great plan to reduce unemployment.

Okay...

Candidate Blahblah's plan involves…

You know what? I'm actually pretty busy.
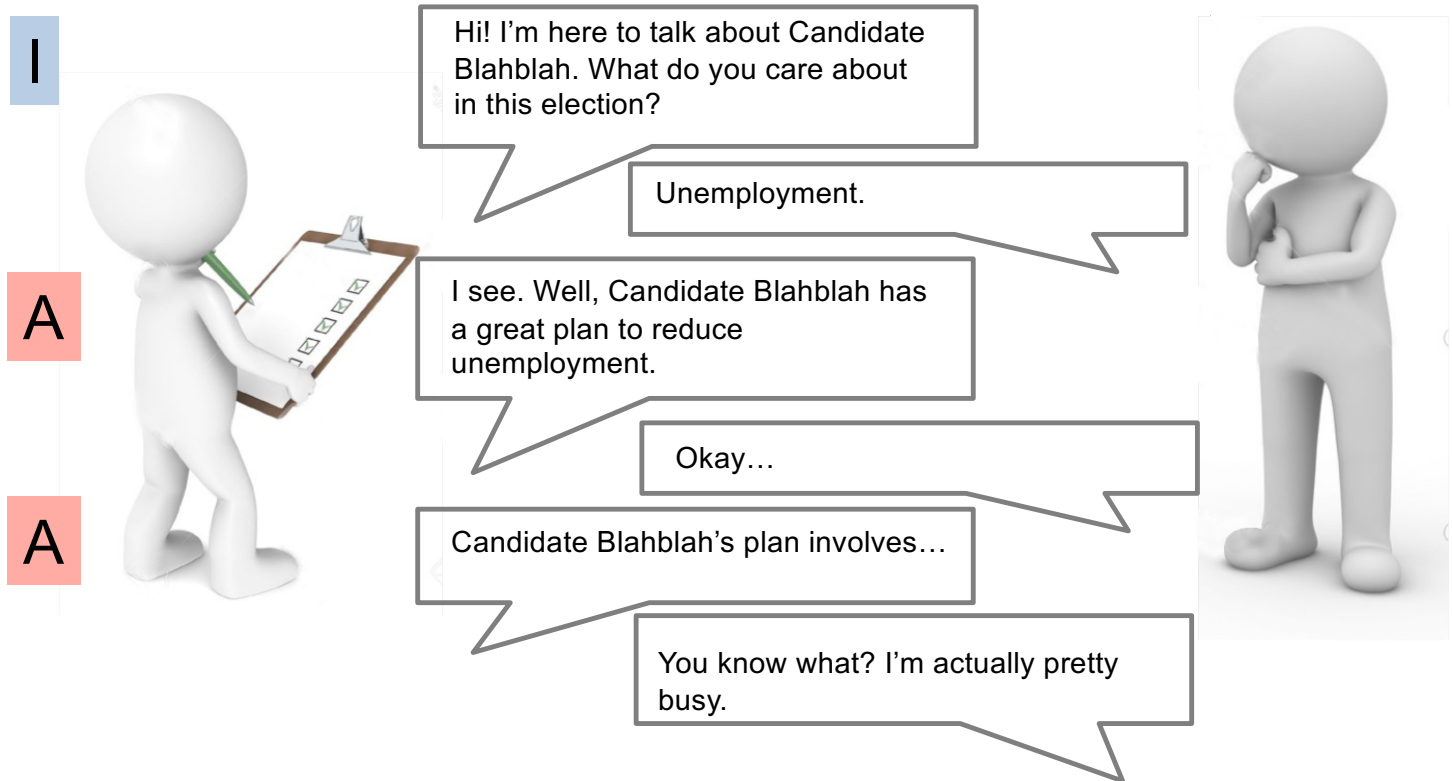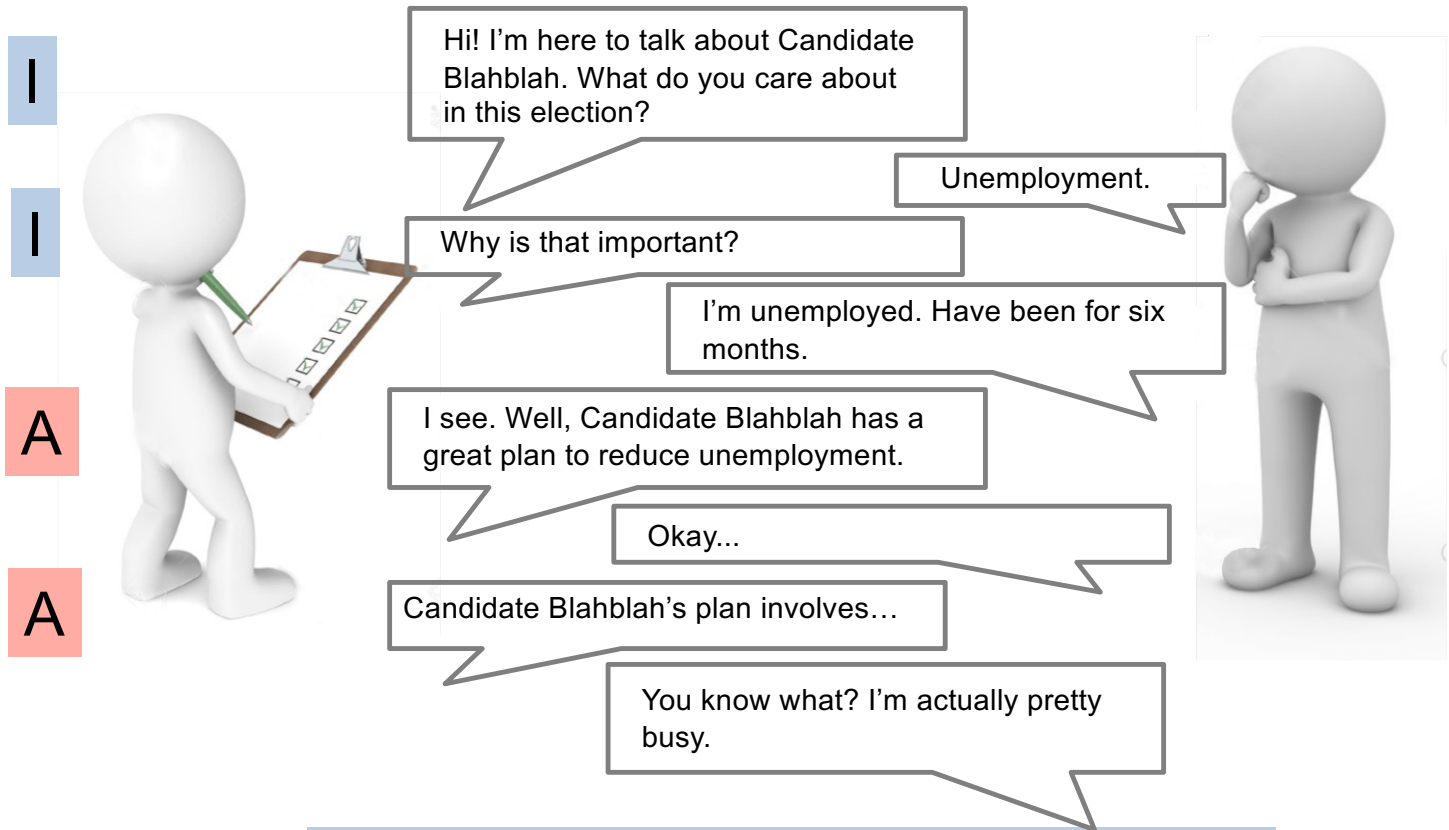
What I thought they cared about: UNEMPLOYMENT

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Understand: Canvassing Example

Action Two: Script
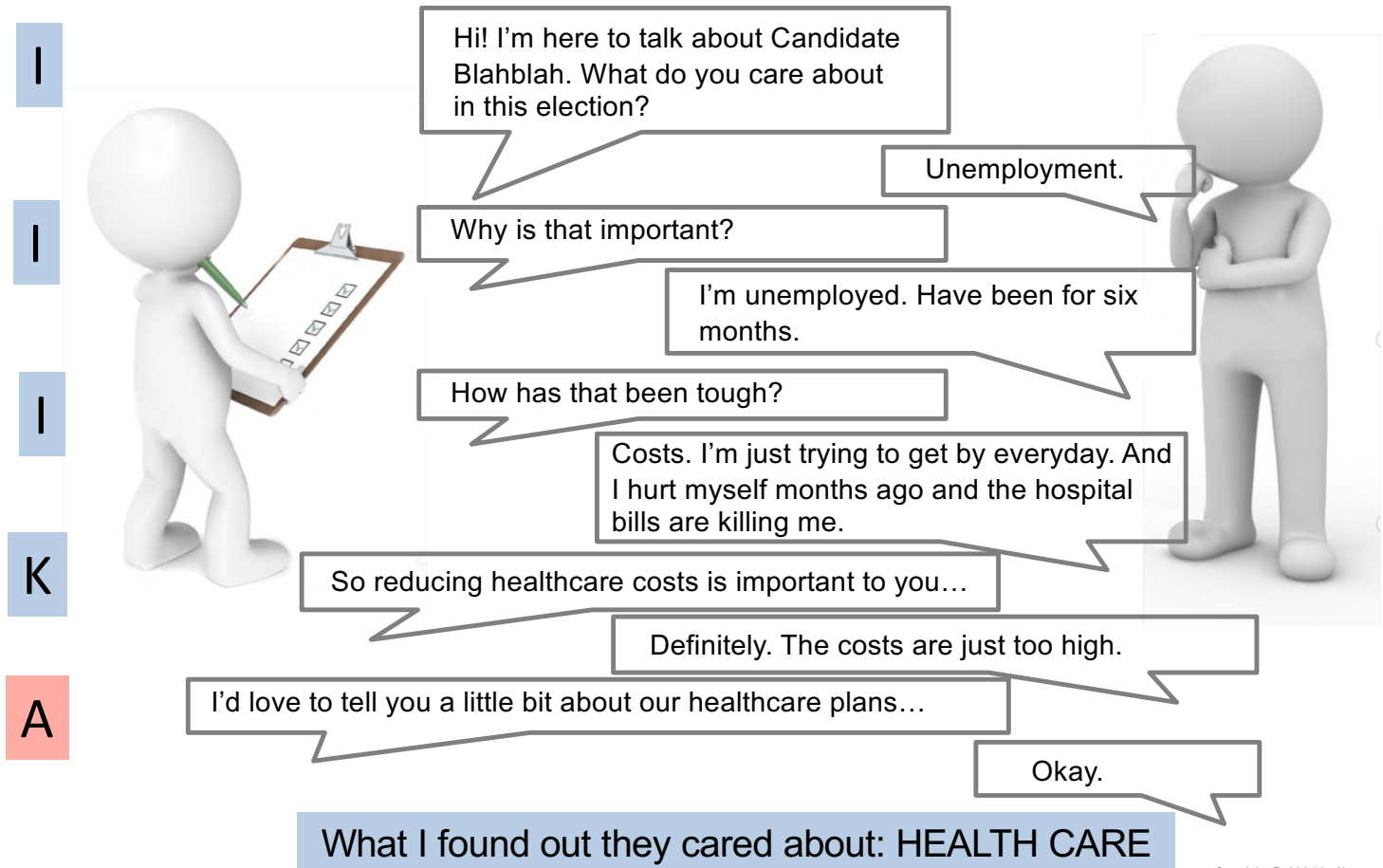
Consider only what you said in the conversation:

- Write an "A" next to every advocacy statement

- Write an "I" next to every question

- Re-evaluate your "I"s — are they genuine inquiries or disguised advocacy?

What was said in the conversation

I said: This project plan is not going to work. **A**

They said: Yes. It will.

I said: We will slip the deadline if we go forward in this manner. **A**

They said: I don't think so. It should be fine.

I said: No. It won't be, and it will be our fault. Don't you think we should change it? **A, A**

They said: You're worrying about nothing.

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One person we interviewed held all of these views. Nurses would not be effective with him until they learned all of them.

"I'm not taking it"

vertical

Horizontal: "is that the one concern? Are there other concerns?"

"what's your concern?"

"I mean, it was called Operation Warp Speed."

"say more about that…"

"We were told the fastest time to develop a vaccine was four years. This got done in 9 months."

"what's your concern?"

"Safety."

SAFETY

"Folks in government keep changing what they say we should do."

"say more about that…"

"We shouldn't wear masks, we should masks."

"So what worries you now?"

"They have proven their incompetence. How can I trust them to oversee a vaccine?"

TRUST IN THE SYSTEM AS A WHOLE

"Even if I decide to take it, I don't know how I'd tell my family."

"Are you saying no one else in your family has taken it?

"Yes, that's right. My father is really against it."

"What's your concern?"

"Explaining it to him, and he'll be disappointed in me."

STAYING LOYAL TO FAMILY

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Ladder of Inference

Remember this example of my friend and I arguing over a band in a bar, and how we were 'talking past each other.'

Ladder of Inference

OUR LADDER		THEIR LADDER
This is a really good band.	**Conclusion** **What is the conclusion we draw?**	This band stinks.
By playing this song so well, these guys are really honoring the culture of the neighborhood.	**Lens** **How do we interpret this data? What values, assumptions, beliefs do we draw upon?**	White musicians playing go-go music, especially in this neighborhood, feels like appropriation of our culture.
The instruments they are playing sound great.	**Filters** **What information are we selecting?**	The musicians are all white.
A band is playing a go-go song.	**Data** **What is the available data?**	A band is playing a go-go song.

Adapted by Naseem Khuri from Chris Argyris and Roger Fisher

Ladder of Inference

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Skillful advocacy

Understanding Skills
Listening
Inquiring
Acknowledging

Action Two: Examples of Inquiry

ACTION:	ADOPT MINDSET	UNDERSTAND	SKILLFULLY ADVOCATE

Exploratory

- "So what's your view on this?"
- "Can you say a little more on…"
- "What concerns you the most?"
- "What questions do you have?"
- "Is there any other information that would help you decide here?"
- "What *other* concerns might you have?"
- "What would be helpful for you to know as you make this decision?"

Impact

- "What benefit do you see to my proposal here? For you? For others?"
- "Do you know anyone who is affected by this issue, and what their experience was?"

Clarifying

- "Can you say a little bit more about that?"

Action Two: Examples of Acknowledgment

Don't just <u>TELL</u>:
- "I understand where you're coming from"
- "I understand what you're going through"

Rather, <u>SHOW</u> that you are hearing them. Summarize, then ask what you've missed or misunderstood

- "So, you feel that…"
- "It seems like you're saying that…"
- "I can imagine that…

And then...
- "Is that right?"
- "Is that a fair way to say it?"

Understand: Acknowledgment

"I understand"

"I understand what you're going through."	"I understand why you see things that way."
↓	↓
I understand **you**.	I understand **your reasoning**.

Action **Two:** Examples of Acknowledgment

Key tip: Use words they just used:

✔   ✔   ✔

| It forces you to take their perspective. | It shows you've heard them. | It gives them an opportunity to elaborate. |

Role play

Right Now
- Write down, in one sentence, a position you take on a topic that is important to you. "I believe strongly that _____"

Exercise
- Three roles:

- Choose who is who

- Counterpart role-plays, arguing the exact opposite of what Understander wrote down

- Understander uses only understanding skills: listening, inquiry, acknowledgment

- Coach supports Understander, calling 'time out' and offering advice

Coach

"Understander"

Realistic **Counterpart**
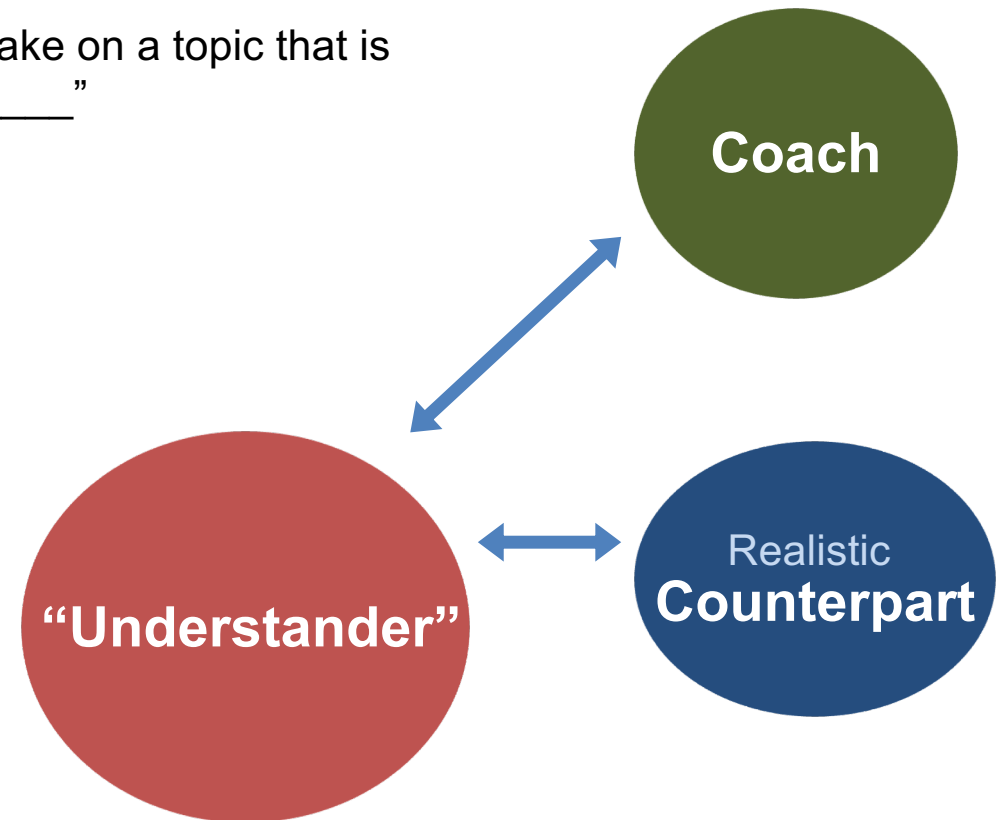
Role play

When doing the understanding work, beware of false inquiry and false acknowledgment

"False" Inquiry

- "Don't you think that…"
- "Isn't it true that…"
- "You don't *really* think that…"

"False" Acknowledgment

- "I hear you but…"
- "I totally understand what you're saying, but…"
- "So you're saying [inaccurate]"

Action Three
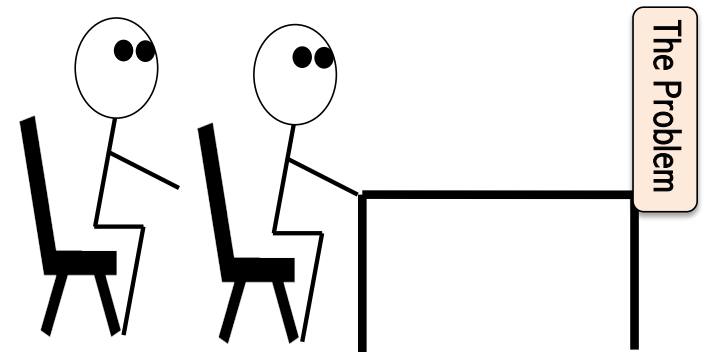
1. Ask yourself: are they ready to hear my advocacy?

Before you share your story, ask yourself:

- Do they feel heard?

- Have they shown interest in solving this problem in general?

- Have they shown interest in helping you solve this problem?

The Problem

Action Three

2. Connect to their concerns, use "testable advocacy"

- Share your reasoning:
  - "Here's how I reached my conclusion..."

- Test Understanding
  - "What questions do you have about my view, and how I arrived at it?"
  - "Do you track my thinking?"

- Invite challenge
  - "Do you see different data? What have I missed?"
  - "Do you disagree with my conclusion?"

Action Three

"Nations with allies thrive, and those without allies decline — it's that simple."

"We must be willing to do more than to listen to our allies. **<u>We must be willing to be persuaded by them</u>**."

- Sec. James Mattis

Action Three

3. To be persuasive, show you can be persuaded

- **Key questions:**
  - If you don't expect to change your thinking at least a little, why do you expect your counterpart to change theirs?
  - Does the solution reflect their thinking as well? If it doesn't, will it last?

- Research: inverse relationship between "source certainty" and persuasiveness, or…
  - The more of an expert I am in a topic, and…
  - …the less I express certainty on that topic, then…
  - …the more effective I become at persuading people on that topic

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Action Three: "To be persuasive..."

The Blemishing Effect

- When consumers receive mildly negative information after already receiving positive information, the "blemish" highlights the positive information and makes it seem even more positive

"As long as the negative information about a product is minor, your pitch might be more persuasive when it calls attention to that negative, especially if consumers have already learned some positive things"

If we just make arguments to our counterparts, they're less likely to see them as credible than if we show that their arguments are credible.

Connect to their Concerns

ACTION:	ADOPT MINDSET	UNDERSTAND	SKILLFULLY ADVOCATE

"Moral Foundation Theory" argues that conservatives and liberals use different moral foundations to view the world.

FIVE MORAL FOUNDATIONS

Care	Fairness	Loyalty	Authority	Purity

TRADITIONALLY LIBERAL

TRADITIONALLY CONSERVATIVE
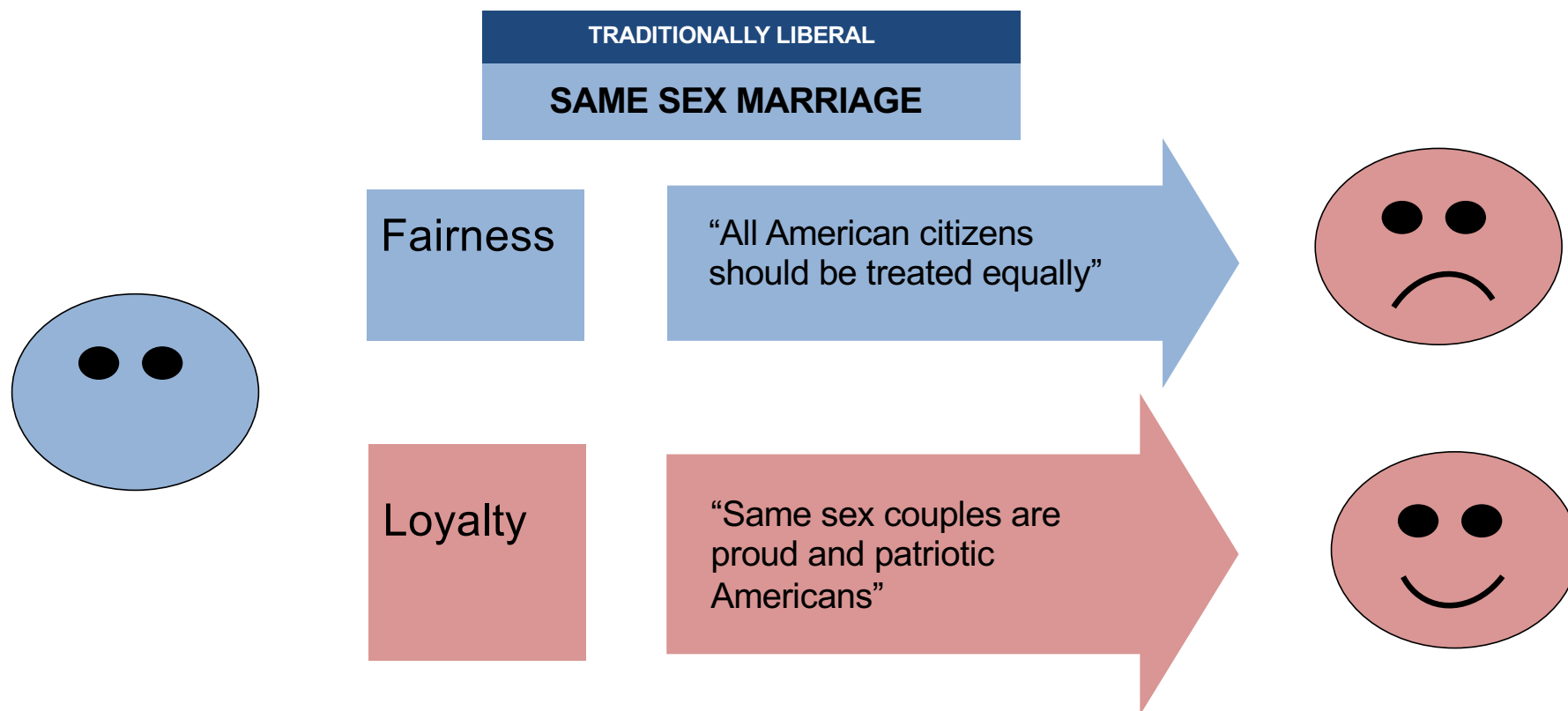
Connect to their Concerns

ADOPT MINDSET   UNDERSTAND   **SKILLFULLY ADVOCATE**

A study found that liberals were only able to convince conservatives on a traditionally liberal issue like support of same sex marriage when they used the moral frame associated more with conservatives.
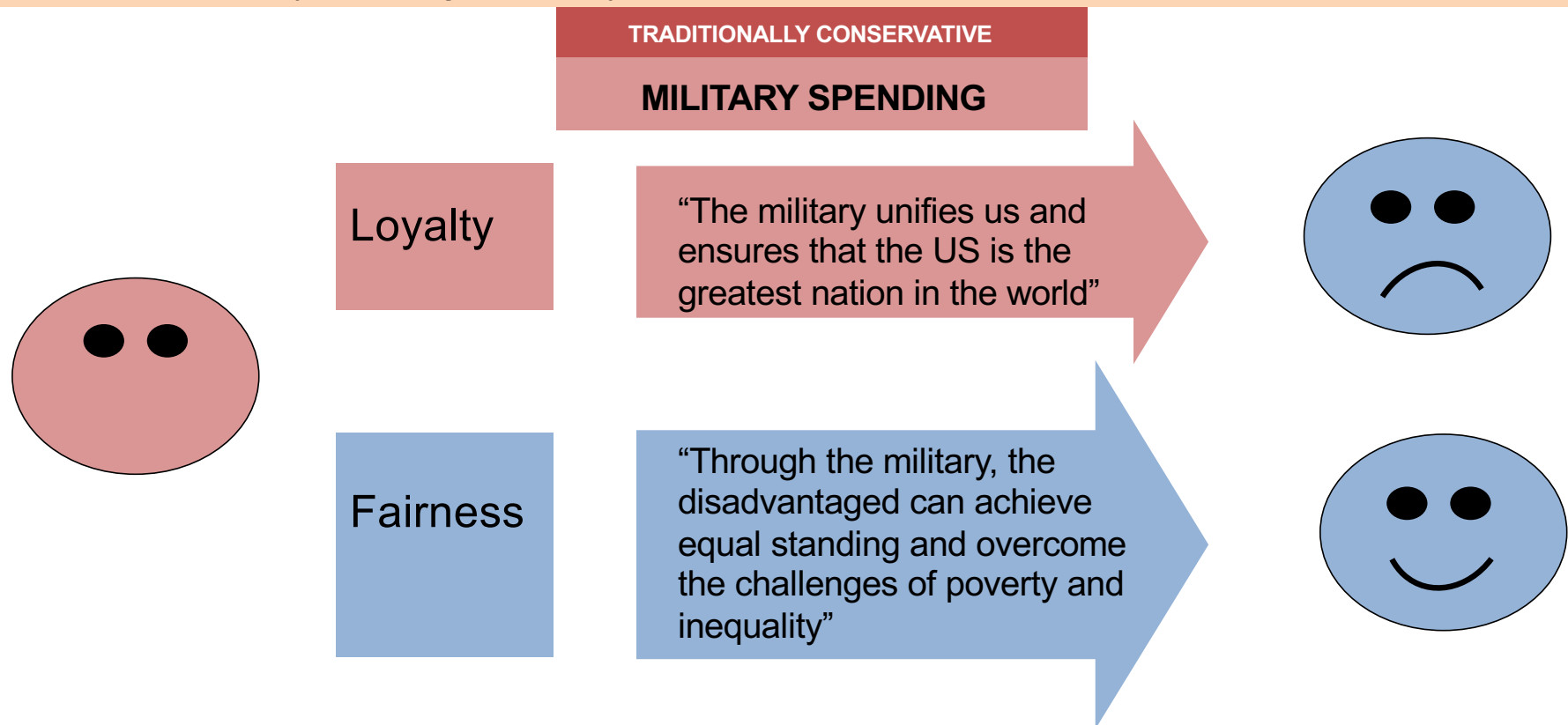
TRADITIONALLY LIBERAL

SAME SEX MARRIAGE

Fairness → "All American citizens should be treated equally"

Loyalty → "Same sex couples are proud and patriotic Americans"

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Connect to their Concerns

ADOPT MINDSET   SKILLFULLY ADVOCATE

The same study found that conservatives were only able to convince liberals on a traditionally conservative issue like increased military spending when they used the moral frame associated more with liberals.

TRADITIONALLY CONSERVATIVE

MILITARY SPENDING

Loyalty

"The military unifies us and ensures that the US is the greatest nation in the world"

Fairness

"Through the military, the disadvantaged can achieve equal standing and overcome the challenges of poverty and inequality"

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Summary of What We Did Today

Assumption: I'm Right

- Certainty
- Ladder of Inference
- Biases

Assumption: I'll Show You

- Selling exercise and Challenger
- Power of autonomy and Tide Pods

Assumption: I'll Win

- Arm Exercise
- The costs of competition
- Truck story

Adopt Mindset

- Curiosity
- Competitive vs. collaborative

Understand

- Listening, Inquiring, Acknowledging
- Using the Ladder of inference

Skillfully Advocate

- Build from their perspective
- Moral Foundation Theory
- To be persuasive...

Checklist

Adopt Mindset
- ❑ Self awareness: Am I aware of what persuades me?
- ❑ Do I have the appropriate mindset? Am I present? Am I open to learning?

Understand
- ❑ Do I understand their ladder?
- ❑ Am I balancing the three skills of understanding before moving to skillful advocacy?
- ❑ Am I really understanding the problem before I'm trying to solve it?

Skillfully Advocate
- ❑ Am I tailoring the argument to the audience?
- ❑ Am I demonstrating openness to being persuaded?

Suggested Reading

Some related books, in no particular order:

- *Influence*: *The Psychology of Persuasion*, Robert B. Cialdini (New York: Collins Business Essentials, 1993)
- *The Catalyst: How to Change Anyone's Mind,* Jonah Berger (New York: Simon & Schuster, 2020)
- *Think Again: The Power of Knowing What You Don't Know*, Adam Grant (New York: Viking, 2021)
- *Influence is Your Superpower: The Science of Winning Hearts, Sparking Change, and Making Good Things Happen,* Zoe Chance (New York: Random House, 2022).
- *Leadership is Dead: How Influence is Reviving It*, Jeremie Kubicek (New York: Howard Books, 2011)
- *Masterful Coaching: Extraordinary Results by Impacting People in the Way They Think and Work Together*, Robert Hargrove (San Francisco: Jossey-Bass, 1995)
- *Descartes Error*, Antonio Damasio, (New York: Putnam, 1994)
- *Thinking, Fast and Slow*, Daniel Kahneman, (New York: FSG, 2011)
- *Emotional Intelligence*, Daniel Goleman (New York: Bantam Books,1995)
- *How the Mind Works*, Steven Pinker, (New York: W.W. Norton, 1997)

Thank You

Email:

- naskhuri@gmail.com
- naseem.khuri@tufts.edu

LinkedIn: