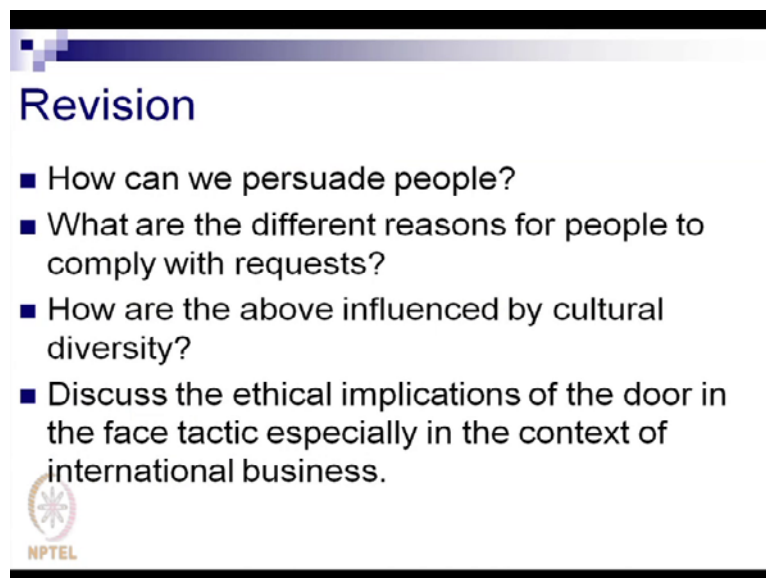


International Business Communication
Prof. A. Malik
Vinod Gupta School of Management
Indian Institute of Technology, Kharagpur

Lecture - 30
Persuasive Communication (Contd.)


Welcome back to the class on international business communication. We were talking about persuasive communication in the last lecture, we will continue with the same thing we have let us to cover. So, let us get back to the class.

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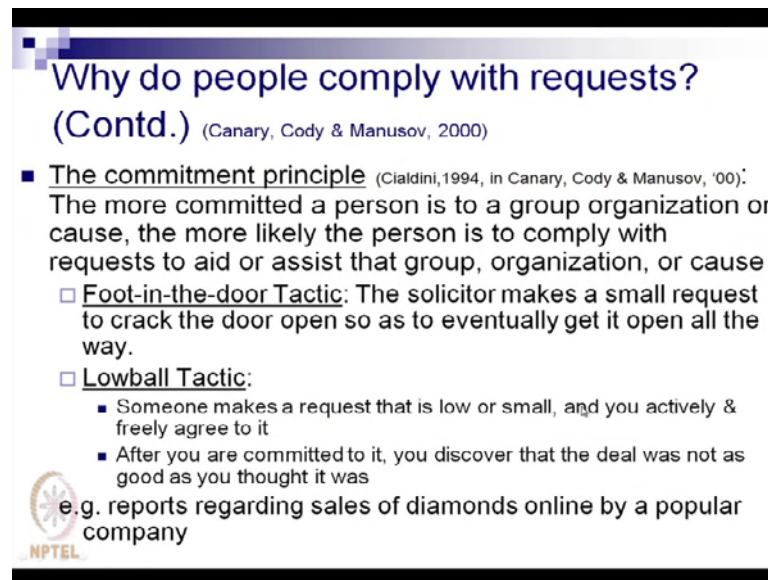
Revision

- How can we persuade people?
- What are the different reasons for people to comply with requests?
- How are the above influenced by cultural diversity?
- Discuss the ethical implications of the door in the face tactic especially in the context of international business.

 NPTEL

Some revision please discuss among themselves; how we can persuade people, why should people be persuaded, why do people comply with request, why do they say yes when wanted to do something? How are the above influenced by cultural diversity? How is our persuasion style influenced by cultural diversity and how are people's reasons to comply with request influenced by their cultural backgrounds and their context. Another thing I like would you to discuss before we move on we today's class is the implications of the ethical implications of the door in the face tactic; especially in the context of international business when we would it be appropriate, when would it not be appropriate. So, please discuss and when would it be considered ethical and when would it not be considered ethical or when would it work, when would it not work in different cultural and national context. Then let us move on to the next portion.


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Why do people comply with requests?
(Contd.) (Canary, Cody & Manusov, 2000)

- **The commitment principle** (Cialdini, 1994, in Canary, Cody & Manusov, '00):
The more committed a person is to a group organization or cause, the more likely the person is to comply with requests to aid or assist that group, organization, or cause
 - **Foot-in-the-door Tactic:** The solicitor makes a small request to crack the door open so as to eventually get it open all the way.
 - **Lowball Tactic:**
 - Someone makes a request that is low or small, and you actively & freely agree to it
 - After you are committed to it, you discover that the deal was not as good as you thought it was

e.g. reports regarding sales of diamonds online by a popular company



The next thing is we were the talking about why people comply with request? So, that the next theory in this line is the commitment principle which was proposed by cialdini I hope I am pronouncing the name right, again mentioned in canary cody and manusov. According to the commitment principle, the more committed a person is to a group organization are cause the more lightly the person is to comply with request to aid or assist that group organization or cause. So, what we are essentially saying is that when a person is connected, when a person is committed, when a person affiliates himself or himself or herself with the group; that is one reason to get them to agree to whatever you are asking and to do.

So, you remained them of the more like the more connected they have a this group for cause; for examples somebody believes in the upliftment of women. And you belong and you come to know of their commitment to this cause; and you remained them of this commitment. And you say you have been working for the upliftment of women; we are an organization that works on the upliftment of women; so will you please help us out.

And, so you remained them of their commitment to this cause and they will agree more readily as oppose to saying just going of front. And saying you know what they working on social welfare very important aspect of social welfare that is a upliftment of women; and they have working on women and child health for example. And so they would not it is always better to remained of the connection. The next the couple of tactics in this

direction are foot-in the door tactic; where the solicitor makes a small request to track the door open. So, as to eventually get it open all the way which means that you go you knock on the door; latently I mean you sort of make a small connection get if foot-in-the-door. Imagine a personal strain to close the door on your face; how do you prop the door open, how do you force the door open and how do you convinced person to not slam the door in your face? You put a foot between the door and not let it get closed. So, that is I mean that is where this expression comes from; you sort of fix your foot in the door and you say I am still a little bit connected to whatever I am saying is little bit connected to what you are doing or what you are committed to?

The solicitor makes a small request to track the door open so as to eventually get it open all the way. You start with a small request you say we know that you been working for the for women and child health. When we talk about a placement of women one being is working on women and child health; we request you to at least come attend the meeting in see for yourself whether this is something you might be interested in. So, there is a small connection you are not them a front for to nation you say come to a meeting see whether this interest you. And then they come to a meeting and then they say ok; this is something that interests me. And that is when you sort of pitch and you say ok this interest you would you interested in participating more, would you been interested in conducting a session, would you been interested in donating money, would you be interested in services? So, you first in might them let them see the connection for themselves and then sort of move on from there.

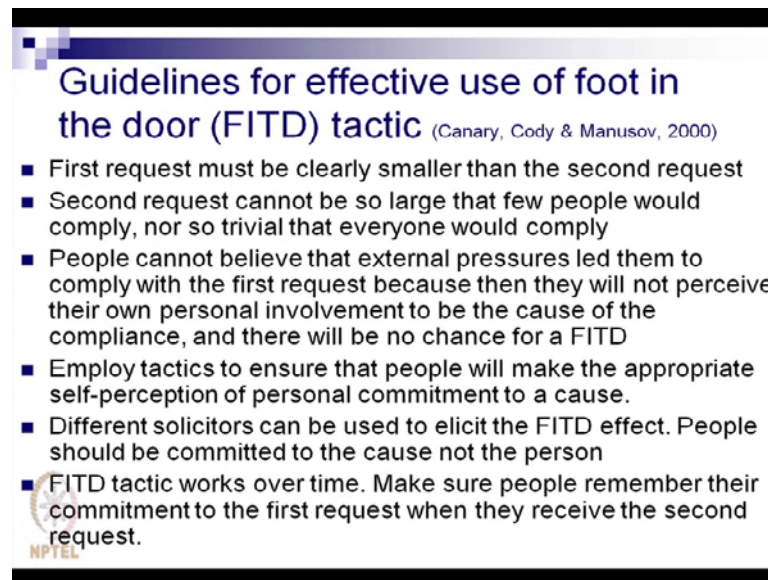
Lowball tactic is has a negative connotation what happens is someone make a request that is lowest small and you actively and freely agree to it. After you are committed to it you discover that the deal was not as good as you thought it was. And I will give you an example of this they was there has been is camp that has been going on India at this point; I am not at liberty to give you the name of this company. But a very popular sell are online seller of these kinds of products; advertise that they was selling diamonds. And you could purchase these diamonds that was certified. So, they sort of you know they gave you this very attractive deal and lesser they are certified diamond you will get certificate diamonds are worth 30000 rupees. But you will get them at say are 2 sets at 19000 rupees.

So, what did people do? They said oh great 60000 worth's of diamonds and we can go and sell them in a market. And then they said you cannot sell them for a particular period of time. So, you got even more convinced. And what happened was when you got these diamonds you realized that they would not really worth anything; they were just pieces of discarded pieces glass they would the discards from the diamond factories in Surat that could being sold they would diamonds alright. But they were the discarded portions so they were not worth anything. And this is real and you can actually go online; and Google diamonds can in India. And you will get the name of the organization I am not at liberty to disclose that on this portal.

So, that is a lowball tactic what happens is they say would you like to give us this much money, would you like to give us 19000 rupees for something that we claim is 60000 rupees. And that was where the catch was and so you know who is we? Then when these diamonds were taken to the market and tried to be sold; people said we do not recognize the certificate; these people may think that these diamonds are worth 60000 rupees. But we think they worth not even worth 6000 rupees; so people got scanned. So, they make is small request and you agree to it you are great you know 60000 rupees worth of diamonds. And after you are committed to it you pay the money you get the product. And then you discover oh my god it is just not worth anything certificate was there they mentioned on the certificate that these diamonds worth do you know these two pockets for worth 30000 rupees each. But when you took them to an seller actual seller, actual trader of diamonds you discovered that this was nothing.

So, that is a lowball tactic and many organizations an fortunately engage in it and scam people with it. That is an extreme case this can be done to persuade people also again you decide for your selves whether this is ethical or not. But you show people something really big, really nice. And then you sort of when you actually give the product or service to somebody it is not really what it looks like or what it was port trade as. And that is what low balling is it happens in jobs, it happens in the sale of goods and services that is one way to persuade people to give the money that you are asking for...

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Guidelines for effective use of foot in the door (FITD) tactic (Canary, Cody & Manusov, 2000)

- First request must be clearly smaller than the second request
- Second request cannot be so large that few people would comply, nor so trivial that everyone would comply
- People cannot believe that external pressures led them to comply with the first request because then they will not perceive their own personal involvement to be the cause of the compliance, and there will be no chance for a FITD
- Employ tactics to ensure that people will make the appropriate self-perception of personal commitment to a cause.
- Different solicitors can be used to elicit the FITD effect. People should be committed to the cause not the person
- FITD tactic works over time. Make sure people remember their commitment to the first request when they receive the second request.

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Some guidelines for effective use of foot in the door tactic; low balling we will not talk about. Because it has very negative connotation and it is persuade to be very an ethical. But foot in the door is in ethical practice; the first request must be clearly smaller than the second request. So, it should be very small; second request cannot be so large that few people would comply not; so trivial that everybody would comply.

So, it should be optimal people cannot believe that external pressures; let them to comply the first request. Because then they will not persuade their own personal involvement to be the cause of the compliance. And they will be no chance for a foot in the door; what we essentially saying here is that people should believe that they are the once making the decision to comply with your request. So, the they cannot be made to believe that something external something else made them by whatever you are trying to sell them; something else made them or convinced them to do what you are asking them to do they should believe that it came from inside. And the first request should not be a result of external pressures; somebody in the family asking people to buy something they should themselves we convinced.

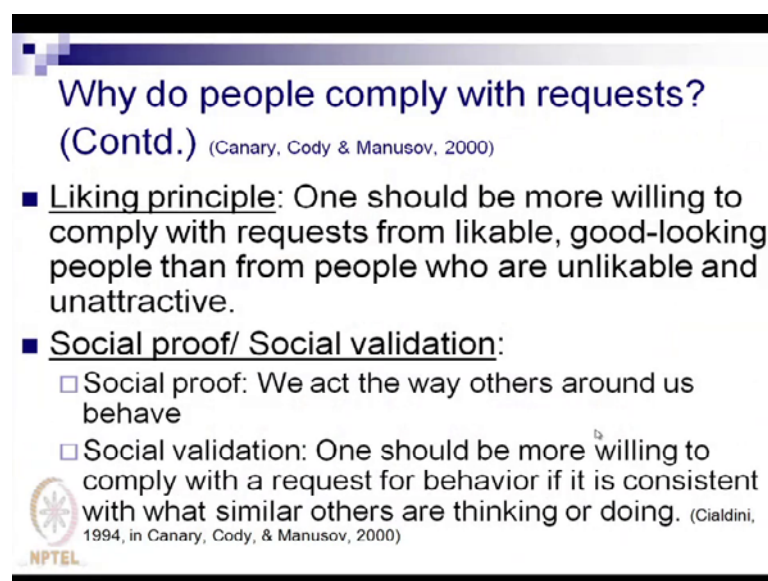
So, the first request has to be convincing enough and that is what this is essentially means. Now, before I move on there is something I have would like to tell you whatever is upon the slides; anything that I have put upon the slides is really coated from the sources that I mentioned on the slide; wherever unless I explicitly tell you otherwise

please assume that whatever is upon the slides has been coated directly from the book. And too many quotation marks really clutter up the slides that is not what has been done here. But all these are coated directly from the book whose name is mentioned of there or the authors that happen mention up there. The next guideline here is employ tactics to ensure that people will make the appropriate self perception of personal commitment to a cause.

So, they should use the tactics that will convince people that they are personally committed to the cause. And they will make the appropriate they will assume, they will persuade themselves to be participating in the cause; they will perceive themselves to be complying with the request. Different solicitors can be used to elicit the FIT foot in the door effect; again this is not dependent on the person as in the door; and the face tactic where the same person was there you give presume that person to be complying with request this is commitment to a cause.


So, you can have different solicitors making the really propagating the same cause; foot in the door tactic worth over time. So, make sure people remember their commitment to the first request when they receives the second request; get them give them some time to get use to the first request. But not so much time that they forget why they agree to the first request. So, the time should be optimal.

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Why do people comply with requests?
(Contd.) (Canary, Cody & Manusov, 2000)

- **Liking principle:** One should be more willing to comply with requests from likable, good-looking people than from people who are unlikable and unattractive.
- **Social proof/ Social validation:**
 - Social proof: We act the way others around us behave
 - Social validation: One should be more willing to comply with a request for behavior if it is consistent with what similar others are thinking or doing. (Cialdini, 1994, in Canary, Cody, & Manusov, 2000)

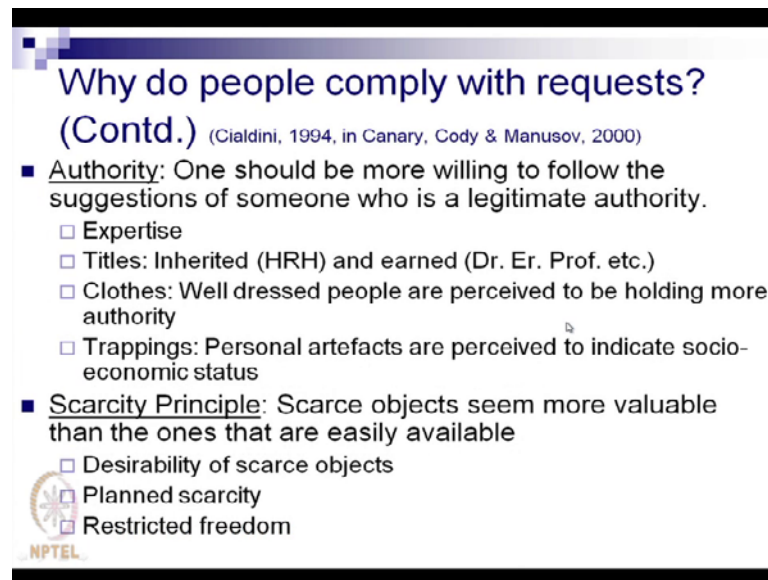
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Another issue here is in other principle another reason why people comply with requests liking principle; one should be more willing to comply with request from likable good looking people than from people who are unlikable and an attractive sounds very shallow. But this is really the truth people who are perceived as likable, people who are good looking end up convincing end of being able to convenience people to comply with their requests more; again this is in sound shallow. But this has improved by research at taller people face can people are able to convince people in India; again I am not being races time I am just coating some research bases height is a big issue; where it comes to convincing people height taller people are assumed to be more courage mantic. Again the color I am not to sure; so please pardon that.

But then the taller people are assumed to be more couragematic more convincing than people of a shorter height. And that again as to the looks and again this is been proven by research; this is not something I am just pulling out of thinner. Social proof or social validation is another reason why people would comply with request? Social proof is we act the way others around us behave we try to fit in. And so if people tell us that if you act in a certain way; people you will really sit in we tend to agree with such request more.


Social validation is one should more willing to comply with request for behavior if it is consistent with what similar other are thinking or doing. So, again the one is exactly coping what other people are doing or doing something that is similar. So, that you fit in that is social validation people around you should exact what you are doing. Even if it is different from what you are doing as long as they accept what you are doing as long as you are convenience that they will accept your complying with a certain request. You tends to comply with search request more.

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Why do people comply with requests?
(Contd.) (Cialdini, 1994, in Canary, Cody & Manusov, 2000)

- **Authority:** One should be more willing to follow the suggestions of someone who is a legitimate authority.
 - Expertise
 - Titles: Inherited (HRH) and earned (Dr. Er. Prof. etc.)
 - Clothes: Well dressed people are perceived to be holding more authority
 - Trappings: Personal artefacts are perceived to indicate socio-economic status
- **Scarcity Principle:** Scarce objects seem more valuable than the ones that are easily available
 - Desirability of scarce objects
 - Planned scarcity
 - Restricted freedom



Authority one should be more willing to follow the authority suggestions of someone who is a legitimate authority. And different kinds of authority are expertise; again the first one is expertise somebody is really an expert, somebody claims to be an expert, somebody gives you the right words and says I am an expert in this area; and you sort of tend to comply with the request. Titles are another thing that indicate authority inherited titles are HRH is are royal highness is one such title that could be many more. And earned titles are doctor, engineer, architect, professor etcetera or lawyer, barrister whatever judge. So, even as long as that title is associated with a name; assume that the person is in a position of authority again titles and expertise may or may not be tied with each other. The earned titles usually are tied with a perception of expertise clothes, well dressed people are perceived to be holding more authority fortunately or unfortunately this is really be case the next point here is trappings.

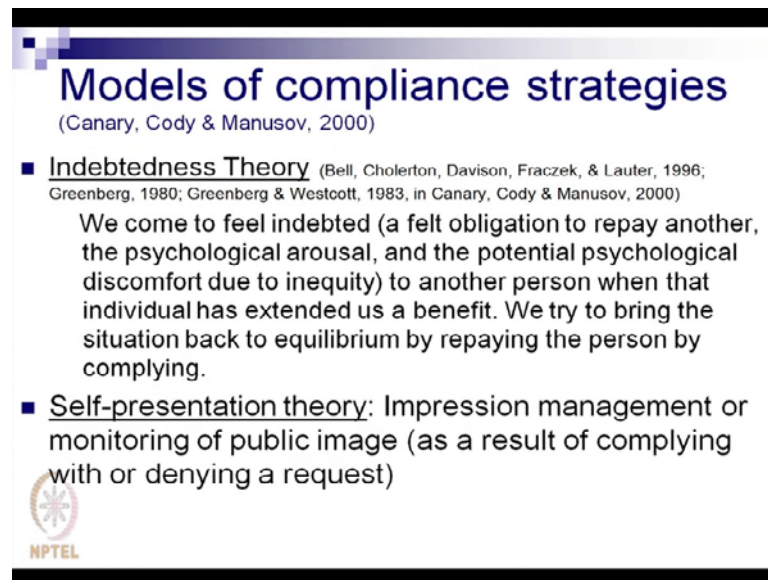
But you can look at the slide later personal artifacts what you carry again gives a sense of authority; the color of the perceive carry women as for as women are concerned we model of the cell phone you are carrying, the car you drive, the type of cloths you use for your clothing, the frame of your glasses, the model of your watch; the kind of pen you are holding I mean all these things tends give people perception of the authority you build over a particular subject; for better words sounds very, very shallow. But that is really verities and people really comply with people who are well dressed. And who

exceed more authority or you know by way of expertise or titles or personal artifact or clothes or jewelry or whatever.

Scarcity principles scarce subjects seem more valuable than the once that are easily available. So, if somebody tells us that something is not very easily available we tend to believe more, we tend to sort of given desirability of scarce subjects this again depends on 3 things or it is given by 3 things. One how much you desired this case objects, planned scarcity is something that organizations do at some point or restricted freedom. So, 3 issues here that are one is the creation of scarcity or the perceptual scarcity depends on one do you really perceive that as a scarce subject; that you really desire to the object is really not available in the market. And you really desire that; 3 you do not have this freedom to acquire that object. For example, I am sitting here in India and I would like to order is set of cyclopedia through Amazon dot com.


Now, if I have would living in the united states the shipping cost would be probably 3, 4 dollars. But since I am here the shipping cost go into 30 or 40 dollars and I am like that is really it is possible but it is really out of my budget. So, the freedom is there but it is restricted that is fit into my budget; does the shipping cost really fit into my budget. And again I am sorry for mentioning Amazon dot com it could be anything else; it could be any other company that selling products outside the country. So, sitting here for me to order these books from an Indian vender than to go to an international vendor and other order these books.

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Models of compliance strategies
(Canary, Cody & Manusov, 2000)

- **Indebtedness Theory** (Bell, Cholerton, Davison, Fraczek, & Lauter, 1996; Greenberg, 1980; Greenberg & Westcott, 1983, in Canary, Cody & Manusov, 2000)
We come to feel indebted (a felt obligation to repay another, the psychological arousal, and the potential psychological discomfort due to inequity) to another person when that individual has extended us a benefit. We try to bring the situation back to equilibrium by repaying the person by complying.
- **Self-presentation theory:** Impression management or monitoring of public image (as a result of complying with or denying a request)

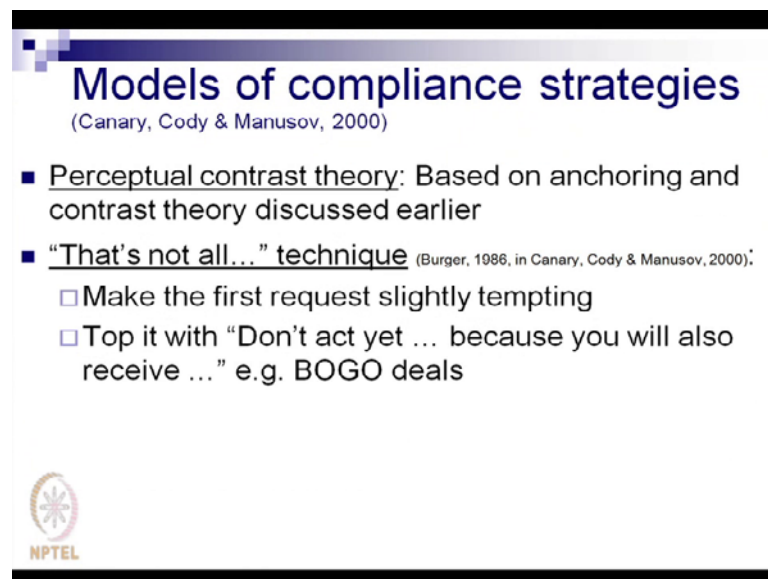


Models of another model here is the indebtedness models of complaints strategies. So, we can sort of club these complaints strategies into various models of first is the indebtedness theory. We come to feel indebted in indebtedness is a felt obligation to repay on other the cycle logical arousal. And the potential cycle logical discomfort due to in equity to another person when that individual has extended as a benefit. We try to bring the situation back to equilibrium by retained person by complying. We talk to right in the beginning we talked about communication really being about bringing things back to an state of equilibrium. So, this what the says we get is sends of cycle logical disk comfort when somebody has done something for us.

And, we have not been able to do the same thing or somehow develop this perception of an equitable favor if we must. Somebody has done me a favor I have not been able to return the favors. So, I feel uncomfortable oh my god you know this something the balance is up sided; the person I, the person something the person help me out they stepped in for me even I was in leave. So, the next time big only what they want something none I should help them; if they need help they report I should help them. So, thus this just comport and we try to repay people. And people use this discomfort they will sort of dump some favor on you or they will give you something that you do not really need. And then make you feel indebted; that is one way of persuading people. I am not saying whether is unethical or ethical you decide that is for your selves.


Self presentation is impression management or monitoring of public image as a result of complying with or denying a request. Now, we were talking about what people would say we were talking about social validation, we were talking about social proof. So, that is really self presentation we are trying to manage the impression about ourselves in public, we are trying to manage what people feel about us. And that is you know when we come to that all these theories can be clubbed into this one set; people try and give us a they form in impression about us. And we try to manage that impression at our end.

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Models of compliance strategies
(Canary, Cody & Manusov, 2000)

- Perceptual contrast theory: Based on anchoring and contrast theory discussed earlier
- “That’s not all...” technique (Burger, 1986, in Canary, Cody & Manusov, 2000):
 - Make the first request slightly tempting
 - Top it with “Don’t act yet ... because you will also receive ...” e.g. BOGO deals

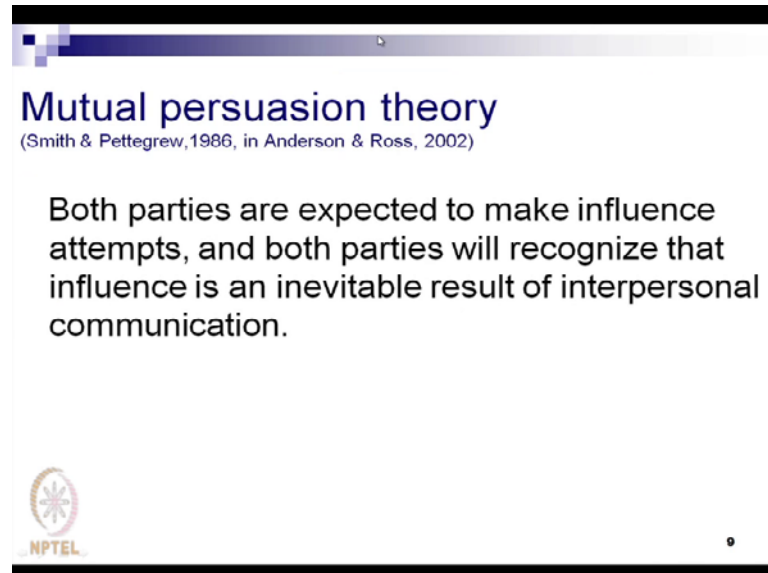
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The other thing is perceptual contrast theory it is based on anchoring and contrast theory discussed earliest. So, we are not going to get into it the contrast between different perceptions. So, that is really disperceptual contrast theory that is not all technique is the you know you make the first request slightly tempting that is another technique or that is another model of complains strategies. You make the first request slightly tempting and you top it with do not act yet because you will also receive something extra.

Now, you sort of you people an impression that whatever you giving them is not all that you are giving them; that is not all technique that what it is called. And you sort of you start with that let them latch on to what you giving them it so attractive. And then you say then theirs getting interested you say but that is not all I will give you something more. So, that is the Bogo means buy one get one free. So, you have some Bogo deals that are instant, you have some Bogo deals that are delayed you get one. And they say oh


that is not all you go to the checkout counter and they say when you bought this you get something else in addition to this ok.

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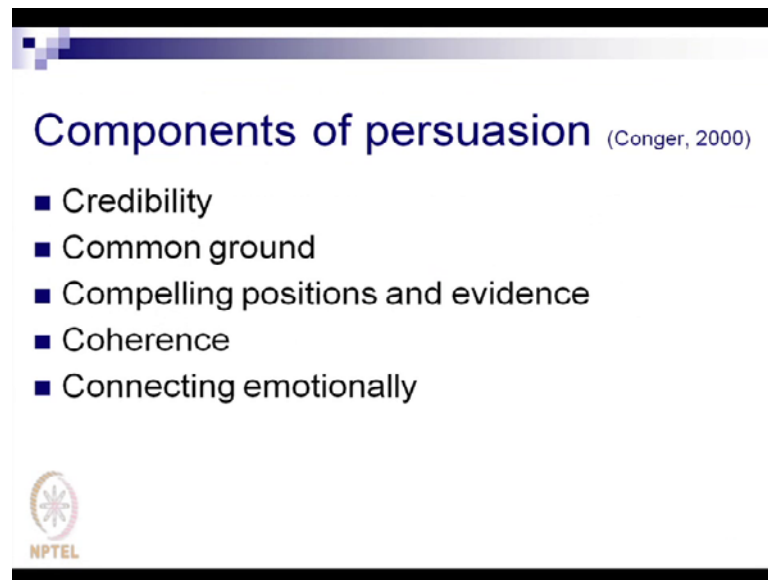
Mutual persuasion theory
(Smith & Pettegrew, 1986, in Anderson & Ross, 2002)

Both parties are expected to make influence attempts, and both parties will recognize that influence is an inevitable result of interpersonal communication.

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Mutual persuasion theory is when both parties are expected to make influence attempts; both parties will recognized that influence is an inevitable result of interpersonal communication. So, this is both parties are trying influence each other they both trying to persuade each other. And they recognize that when they talk to each other, when they communicate each other they will have some impact on each other. And that is the mutual persuasion theory sort of event to talk you construct a new type of end or new goal for the communication. And that is really mutual persuasion theory; this we were discuss more when we discuss negotiations where people really talk to each other and come to a conclusion that is beneficial for both. So, we will discusses in where the detail in a next class when we talk about negotiations.

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Components of persuasion (Conger, 2000)

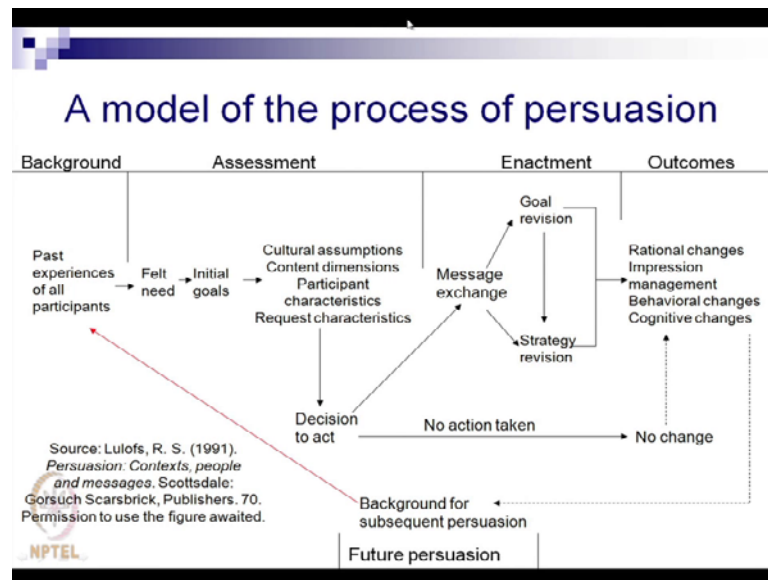
- Credibility
- Common ground
- Compelling positions and evidence
- Coherence
- Connecting emotionally

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Let us move on now components of persuasion proposed by professor j conger; who I believe work sort or work at our business school. This is from a paper title winning a mover published in our business review. According to proof conger the could 5 components of persuasion, 5 sees of persuasion if you must call them that are credibility, common ground, compiling positions and evidence, coherence and connecting emotionally.

This really some set all up what he says is that if you credible, if you believable if people really believe who you are if there is common ground, if there is some reason for you to agree on something. If there are compiling positions and evidence if they solid evidence if what you are saying in what you doing is coherent it is on the same lines it is on the same wave length. And if you are able to connect emotionally with the person you are talking to; then you can persuade the other person to do whatever you want them to do. So, I will give you the reference to this paper and the reference placed and you can look it off it is very, very powerful paper.

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Model of the process of persuasion; before I move on to this I should show you this module in this book it is from this book; right here if you can focus on the book please thank you. So, this model is from this book called persuasion contexts, people, and messages by Roxane Salyer Lulofs this was published in 1991; again I will give you the reference to this book; go search carries break publishers permission to use this is still a waited. And as soon as we get it we will remove this; but any way this diagram is from this book we read arrow is what I have added. I have tried to reproduce the diagram as it is on the slide; I could not put the future persuasion right at the end because there was no space.

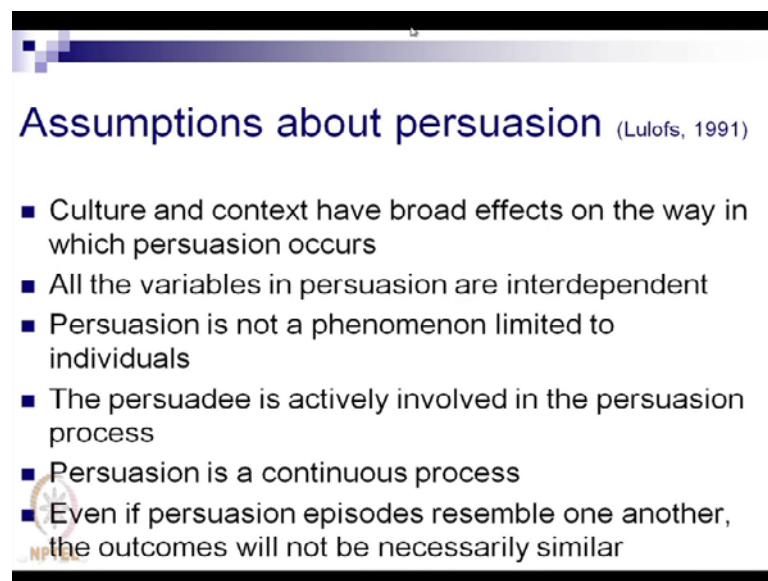
So, the right arrow the red colored arrow is what I have added now; let me explain this to you. Background in according to this model the background for the process of persuasion is consists of past experiences of all participants. These parts fast experiences create a felt need among the participants that creates initial goals; these initial goals are dependent on an manifested through cultural assumptions, content dimensions, participants characteristics, request characteristics.

Now, all this forms part of the assessment based on the cultural assumptions, content dimensions, participant characteristics; the request is made and the decision to act is taken. This leads to massage exchange or if you do not take the action then there is no change in the status code. If you do to side to act then there is an exchange of messages;

that may leads to goal revision, that may influence strategy revision that will finally leads to and that is the enactment. So, you have a background you assists what you want, you assists situation, you enact the situation. And then there are outcomes which are rational changes on the situation, there is impression management, public image, behavioral changes and a times cognitive changes also now; there is a paint arrow going from or a dash claim going from no change to the outcomes.

How long can you not change at some point you do have to change. So, the arrow goes from no change to at some point the decision to act is taken you may delay the decision to act; but then eventually that leads all these changes. And that finally forms the background for subsequent persuasion which in turn adds to the past experiences of all the participants. And that is where I have drawn the arrow this is how I interpreted it; I thought this was a cyclical process. And this is the future persuasion aspective it; this is how persuasion takes place.

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Assumptions about persuasion (Lulofs, 1991)

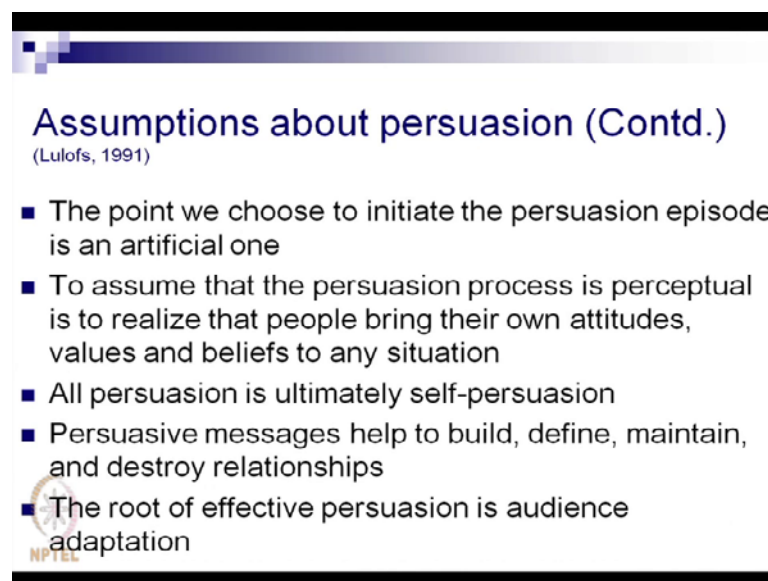
- Culture and context have broad effects on the way in which persuasion occurs
- All the variables in persuasion are interdependent
- Persuasion is not a phenomenon limited to individuals
- The persuadee is actively involved in the persuasion process
- Persuasion is a continuous process
- Even if persuasion episodes resemble one another, the outcomes will not be necessarily similar

Some assumptions about persuasion again proposed by Lulofs in this book; one culture and context have broad effects on the way in which persuasion occurs. Again this is something that is self explanatory so I am not going to go into it the because this all will say about this is that this adds to the background the culture and context. And the assessment portion everything is filtered to culture and context; all the variables in persuasion are inter dependent whatever happens is dependent on each other. Persuasion

is not a phenomenon limited to individuals; the persuadee is actively involved in the persuasion process. So, based on the feedback from the persuader and the persuadee. Persuader is the person persuading, persuadee is the person whose being persuaded. Persuader is the person persuading, persuadee is the person whose being persuaded.

So, the persuadee is actively involved in the persuasion process; when we look at this diagram what is really happening here is that the feedback here; you know all this feedback is coming from here. So, the persuadee actually decides how the persuasion occurs; the feedback goes from the persuadee to the persuader. And that in turn affects the way the process moves on from there. Persuasion is a continuous process it goes on and on. Because just constant feedback even a persuasion episode resembles one another the outcomes will not be necessarily similar. Because the context is continuously changing and nothing really changing in the same manner.

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Assumptions about persuasion (Contd.)

(Lulofs, 1991)

- The point we choose to initiate the persuasion episode is an artificial one
- To assume that the persuasion process is perceptual is to realize that people bring their own attitudes, values and beliefs to any situation
- All persuasion is ultimately self-persuasion
- Persuasive messages help to build, define, maintain, and destroy relationships
- The root of effective persuasion is audience adaptation

The point we choose to initiate the persuasion episode is an artificial one. Because it is already in the past by the time we assess whatever has happened it is already gone; more things have been added. And it takes us time to assess those things and there is always a lag; to assume that the persuasion process is perceptual is to realize that people bring their own attitude, values and beliefs to any situation again adds to the context. So, I am not going to go into it; all persuasion is ultimately self-persuasion. People need to be convinced within themselves that they need to change. Persuasion messages have to

build define maintain and destroy relationships; again I would like you to deliberate on this your selves; how does persuasion build define maintain and destroy relationships what really happen? This is something this is your home work; please think about it will talk about it next time when we talk about negotiations. The route of effective persuasion is audience adaptation; the audience needs to be convinced they needs to adapt to the situation. And only then can persuasion occur.

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Goals in persuasive situations (Lulofs, 1991, p. 111)		
Goals arising from personal needs	Goals arising from the situation	Task to be accomplished
Presenting a desired self-image (Identity objectives) <ul style="list-style-type: none"> <input type="checkbox"/> Appropriateness <input type="checkbox"/> Consistency Instrumental objectives: <ul style="list-style-type: none"> <input type="checkbox"/> Effectiveness <input type="checkbox"/> Process information Interpersonal objectives: <ul style="list-style-type: none"> <input type="checkbox"/> Relational needs 	Consideration of the other Resolution of conflicting wants Elaboration of feelings and perspectives on the situation	Create or alter or restore: <ul style="list-style-type: none"> <input type="checkbox"/> Behaviors <input type="checkbox"/> Interpersonal impressions <input type="checkbox"/> Cognitions <input type="checkbox"/> Relationship Alternatively <ul style="list-style-type: none"> <input type="checkbox"/> Convey information <input type="checkbox"/> Entertain

Permission to use the table awaited

Some goals and persuasion situations you could have 3 types of goals according to Lulofs; you could have the goals arising from personal needs, you could have goals arising from the situation and you could have goals arising from the task to be accomplished. So, as per as personal needs are concerned you could be presenting; you could want to present a desired self in which you identify the objectives. And that would intern depend on the appropriateness and consistency of the image you want to present. And that would ultimately leads to the persuasive schema; that we talk about will discuss this is little more detail later.

Instrumental objectives you know personal instrumental objectives could be effectiveness or process information again; that would intern you know how effective your, how you are process an interpersonal objectives could be relation needs, why you want to get this, why you want to persuade someone in terms of the relationship you want to established with the person you are persuading.

The goals arising from the situation could be consideration of the other; you really want to healthy other person. Resolution of conflicting wants you want end a conflict situation; you want to elaborate feelings and perspective on the situation. So, that is the situation.

So, that is why you trained persuade people or the task to be accomplished; what you want to do at the end of it is I want to create or alter or the store the behaviors that was occurring earlier. So, that is why you want to persuade people you wants to create alter or a store interpersonal impression; somebody does not thing nicely if you want to change that; cognitions you want to change the way they think and process information; and you want to change a relationship. Now, this is different from relational mean this is personal, this is situational related. Alternatively you want to convey information or entertain and that is why you want to persuade. You want people to change from what they are doing to what you want them to be doing or thinking.

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Persuasion and the structure of messages (Lulofs, 1991)

- **Format** (Cantor, 1979, in Lulofs, 1991)
 - Polite imperative (Please do ...?)
 - Agreement-question (Won't you (be kind enough to) do ...?)
 - Information question (Would you like to ...?)
 - Statement (We would like you to ...)
- **Message-sidedness: Bias/ imbalanced presentation of facts**
- **Choice of language** (Bradac, Bowers & Courtright, 1979, in Lulofs, 1991)
 - *Intensity*: Attitude of speaker & the extent to which speaker deviates from neutrality
 - *Immediacy*: Degree to which speaker associates him/herself with topic
 - *Diversity*: Range of vocabulary of speaker

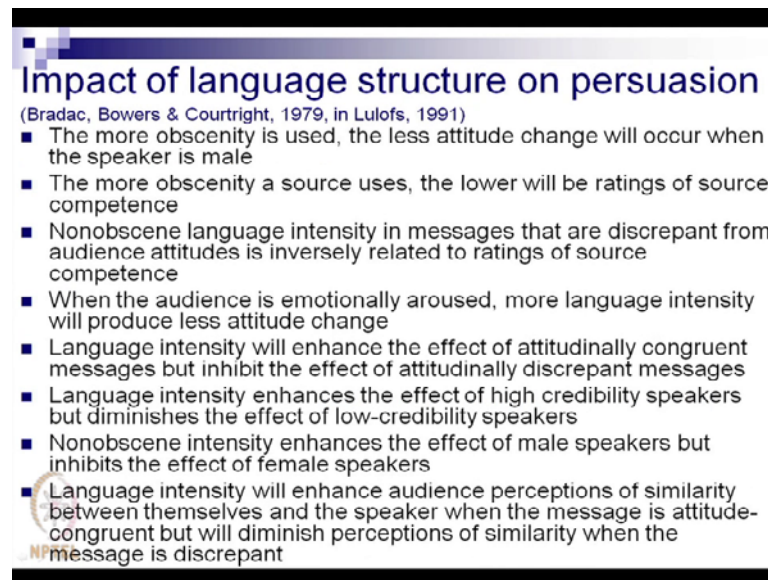
Persuasion and this structure of messages; how do structure of messages affect any persuasive message? The first one is format; again this is based on a paper by canter that was mentioned Lulofs 1991. The various formats of messages of only 4 I mentioned here you could have more also here. One could be polite imperative; could you please do this, will you please do this agreement question you already tell them wont you we kind enough to do this. So, I am assuming that you will be doing get but if you do not then I

am going to feel very bad. So, I am assuming that you will do it that is agreement question. Information question would be you give them a way out; would you like to do something aim asking you to do or statement I would like you to do this; that is the format. So, you decide the format based on the situation that you are in.

Message-sidedness could be the direction that the message takes; it could be the imbalanced presentation balanced or imbalanced presentation of fact which side does the message really is which side is the message ready on. Choice of language is another one this was proposed by Bradac Bowers and court right 1971 mentioned in Lulofs 1991; this talks about intensity which is the attitude of this speaker. And they extends to which the speaker deviates from neutrality. Immediacy is the degree to which the speaker is associates himself or herself with the topic. And diversity the range of vocabulary of this speaker; now I would have given you mod details about how choice of language would affect the persuasion. All I will do at his point is because I can see that I have taken up more time then I needed to what I will do is I will move on to this slide; I will pause on these slides for a few seconds.

So, that when you playing this video you can pass on the slide and read what I am just going to read out to you; I will not read it out to you. Because it will take more time and then you can the stuff it is again reproduce directly from the book. And you will see how again this is you will see how the choice of language can impact the persuasive message? And please remember that this research was published in 1979. So, the data must even collected before that these things may or may not be applicable today. But this will give some idea but these are all related to the intensity, immediacy and diversity in language. And so just read this points and I will give you second or to first slide; but when you watching the video you can pause it for longer.

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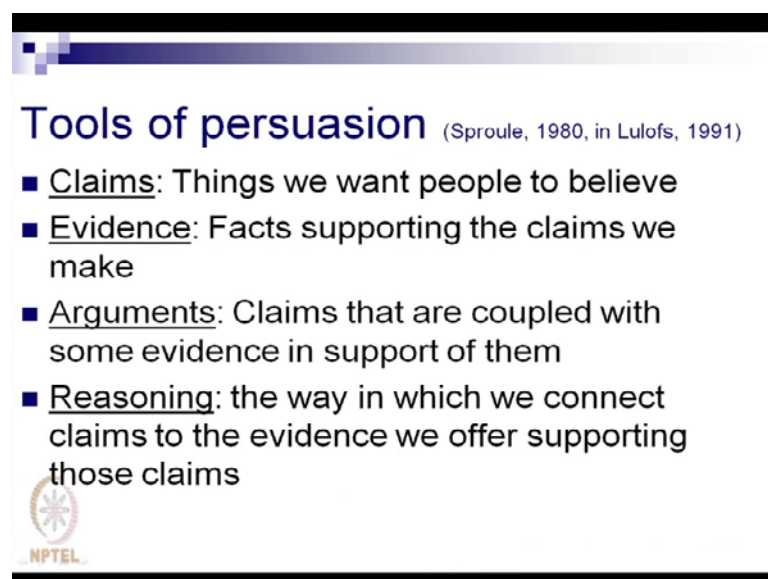
Impact of language structure on persuasion

(Bradac, Bowers & Courtright, 1979, in Lulofs, 1991)

- The more obscenity is used, the less attitude change will occur when the speaker is male
- The more obscenity a source uses, the lower will be ratings of source competence
- Nonobscene language intensity in messages that are discrepant from audience attitudes is inversely related to ratings of source competence
- When the audience is emotionally aroused, more language intensity will produce less attitude change
- Language intensity will enhance the effect of attitudinally congruent messages but inhibit the effect of attitudinally discrepant messages
- Language intensity enhances the effect of high credibility speakers but diminishes the effect of low-credibility speakers
- Nonobscene intensity enhances the effect of male speakers but inhibits the effect of female speakers
- Language intensity will enhance audience perceptions of similarity between themselves and the speaker when the message is attitude-congruent but will diminish perceptions of similarity when the message is discrepant

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Tools of persuasion

(Sproule, 1980, in Lulofs, 1991)

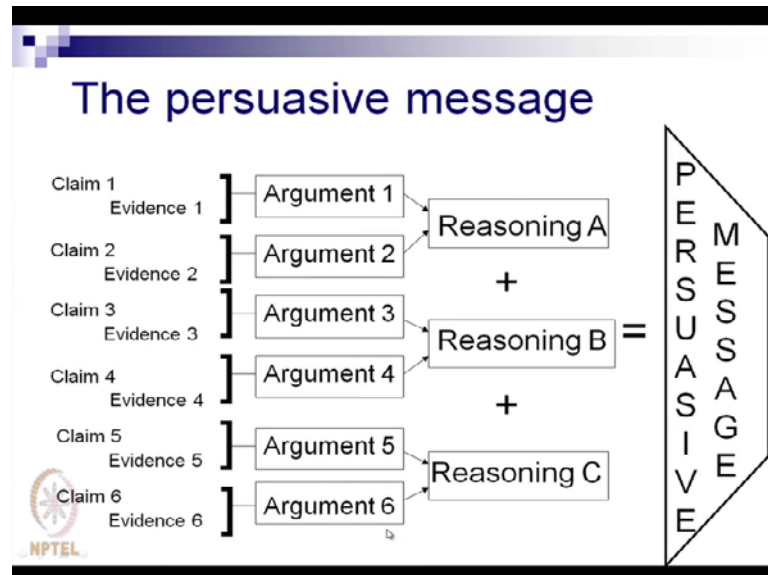
- Claims: Things we want people to believe
- Evidence: Facts supporting the claims we make
- Arguments: Claims that are coupled with some evidence in support of them
- Reasoning: the way in which we connect claims to the evidence we offer supporting those claims

NPTEL

Before we move on to this slide I hope you will be able to pause this slide. And read what is on there I wish I have the time to read it all out you but I think you will sort of use this format. So, now let us move on to tools of persuasion they are claims; some tools that use in persuasion we use claims things that we want people to believe. These are the claims we make claims this what I want you to do for me; this is what I want you to believe about the situation. This is the how I want you to change whatever you this is how I want you to change. Evidence is fact supporting these claims. And arguments are claims that are coupled with some evidence in support of them. Reasoning is the way in

which we connect these claims to the evidence that we offer supporting those claims. Sounds a little convoluted I have tried supported in a diagram this is from prove this is exactly as it is in the book.

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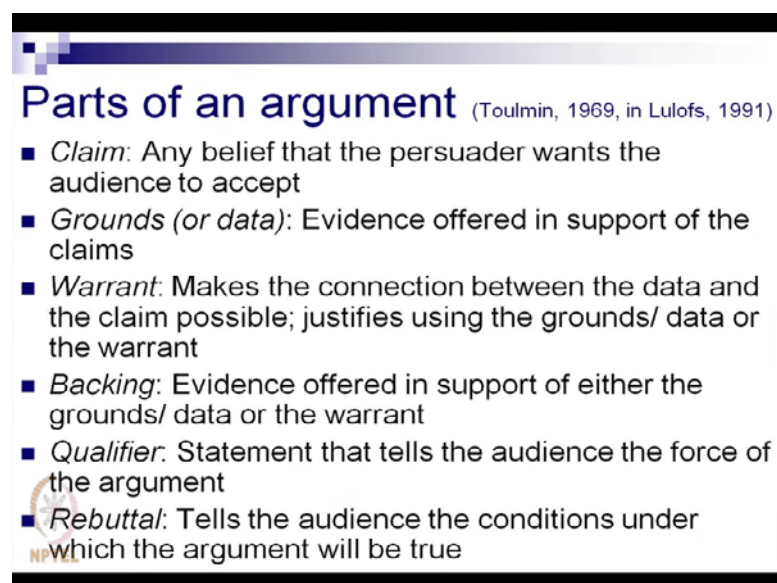
This is interpretation of what I saw in the book. So, if you see claim 1 is supported by evidence one and you from your argument based on this claim. Claim 2 is supported by evidence 2 you from your second argument based on this; claim 3 is supported by evidence 3 you from your third argument on this. Claim 4 is supported by evidence 4 you from your forth argument on this; claim 5 is supported evidence five you form fifth argument; claim 6 supported by evidence 6 you form a sixth argument. Now, these could be claim 1 and claim 2 could be part of argument one also for the sake of simplicity this is what I have done. Now, first and second arguments together whichever order you want to put them in out whichever order you think they need to reported form reasoning A.

So, you say based on these claims this is what I am saying this is why I am saying it; this is how these two time with each other. This is the second thing I am saying this is the second evidence for this second thing; this is how these tying with each other; this is how these two connect with each other and you from your reasoning A. Similarly, you from reasoning B based on your third and fourth arguments.

Similarly, reasoning C based on your fifth and sixth arguments again the order you arrange them. And the connection you make between these I am sorry there should be

connections between argument 1 and 2. 3 and 4, 5 and 6; these connections we to made by you. And then you make connections between reasoning A, B and C and then you frame your persuasive message. So, a persuasive message could be as simple as please give me some money for the local of an edge or it could be as complicated as a court case. So, you have all these based on these this is the claim we are making this is why we are making these claims; this is how the things tie in with the situation. And this is what we would like done eventually this is what we are asking for. And so that is what persuasive messages really are.

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Parts of an argument (Toulmin, 1969, in Lulofs, 1991)

- *Claim*: Any belief that the persuader wants the audience to accept
- *Grounds (or data)*: Evidence offered in support of the claims
- *Warrant*: Makes the connection between the data and the claim possible; justifies using the grounds/ data or the warrant
- *Backing*: Evidence offered in support of either the grounds/ data or the warrant
- *Qualifier*: Statement that tells the audience the force of the argument
- *Rebuttal*: Tells the audience the conditions under which the argument will be true

Parts of an argument again we were talking about you know what claims and evidence are. But then let us talk about parts of an argument the claim is any belief that the persuader what is the audience to accept. Grounds or data again this is tool means model for parts of and for analysis of arguments; that is being refer to here. This was published in 1969 mention in Lulofs 1991. Grounds or data are the evidence offered in support of claims. Warrants are what make the connection between the data and claim possible; justifying using grounds and data or the warrants. Backing is the evidence offered in support of either the grounds or data or the warrant.

Qualifier is the statement that tells the audience supports of the argument. Why is this argument important, how is this argument is important? So, backing and evidence again we use these things interchangeably. Warrants are really the connections between the

evidence and claims. Qualifiers are the statements that tell the audience why the argument is important? And rebuttal is the tells the audience the conditions under which the argument will be true. Rebuttal is really what qualifies the whole argument and says in this context within these conditions this argument is going to be true; this is argument holds good within these limitations, with in theses boundaries. And this is where this is how this argument holds true is the qualifier; this is in the conditions and which the argument holds true is the rebuttal.

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Reasons for action (Lulofs, 1991)

- Credibility
- Relationship of ideas
 - Deduction
 - Induction
 - Reasoning by sign
 - Causal reasoning
 - Reasoning by criteria
 - Reasoning by comparison
- Emotions:
 - Fear
 - Humor
 - Anger
 - Pity
 - Love

NPTEL

Reasons for action why people act on persuasive messages; one is credibility again we talked about credibility. So, believability of the person making the request; relationship of ideas you could this could be deduction based on facts you connect the fact. And you say oh because A is connected to B and B is connected to C; A must be connect to C or induction this is the larger subset, this is smaller subset. So, you sort of come from larger to smaller; reasoning by sign you induce the sorry deduction is when you move from general to specific. Induction is when you move from specific to general and that is how sort of you know you connect various parts. And then you found connections between then and you reach a ultimate conclusion. Reasoning by sign is again you falls please shut reasoning by sign we were talking about reasons for action; one is credibility. We talked about credibility, relationship of ideas; how are I just related to each other?

Deduction is general to specific you have a general idea and you sort of applied you say B is a subset of A, C is a subset of B. So, C must be a subset of A; induction is when you connect different ideas and you say there are these 3 or 4 ideas plotting and their some common grounds. So, you use that common ground as a reason and you come up with a specific information. Reasoning by sign is what doctors do; they take a symptoms and they say these symptoms relates to something else. It is not it is slightly different from reasoning by criteria they say x point to in this direction, y points in this direction, z points in this direction. And so this is probably the direction things must be taking it could be a direction different from what they are really used to seen also. But they sort of connect different facts and they go in one direction. Causal reasoning is very its self explanatory it is cause and effect A causes B, B causes C; so A must be causing C.

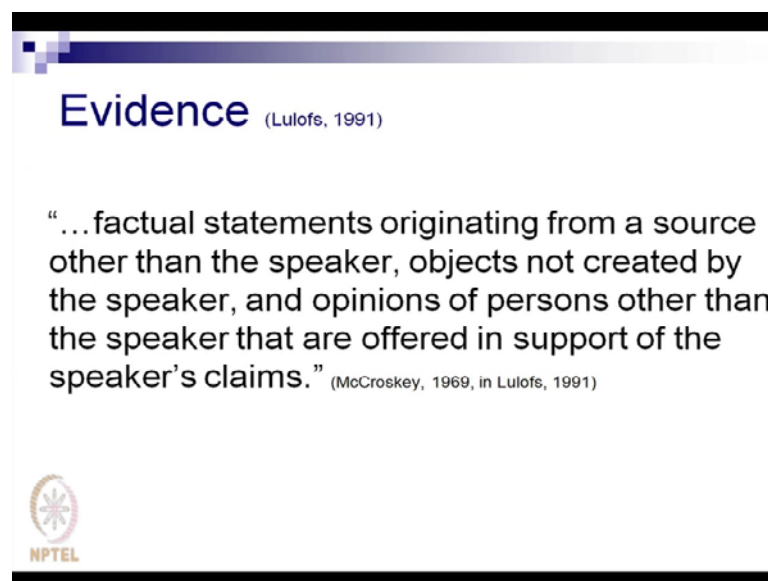
Reasoning by criteria you have a set of criteria. And you say for example you say you dressed jeans you carrying a back pack; the lots of books in the bag. You sit in the train and you take out this pack book on statistics and you started reading. You must be a student a senior student; you could be a faculty member preparing for a lecture; you dressed in jeans your and young your hair is black in color. You are holding a back pack you take out a statistics book; and you are reading this big fat statistics book in a train on a long distance journey. So, you must be student who has a statistics examination soon.

And, so you know you take this criteria and all these criteria fit into the mold that you have in mind. Similarly, for work you know you go to service organization; and you say the food is good, the service is good. And the you have cable T V in the room, you have dish T V in the room, you have this big fat pillows, you have big fat matrices. So, the price of the room must be high and this must be a 3 star, 4 star, 5 star hotel. So, these are reasoning by criteria.

Reasoning by comparison because it does not fit into any of these categories it must be something else. So, you know you are you would not a bad manager; you must be a good manager you are not good with numbers. So, must be an expert and you are employed in a management role. So, you must be in H R you would not good with numbers. So, you must be in H R. So, sort of compare 2 things and you say if you are not x you must be y; that is reasoning by comparison.


Emotions these are some reasons for action; emotions we may act out of fear, we may act out of humor; just to be entertained tickles are senses we may be decide to act. Because we are angry with somebody or something; we may decide to act out of petty. Again this explains the social service patrol that lot people do or we may decide to act out of love fortunately or unfortunately its heart fact of life. We may act of out love because we really feel concerned or we are really fashion it about some activity or may be at time some people also.

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Evidence (Lulofs, 1991)

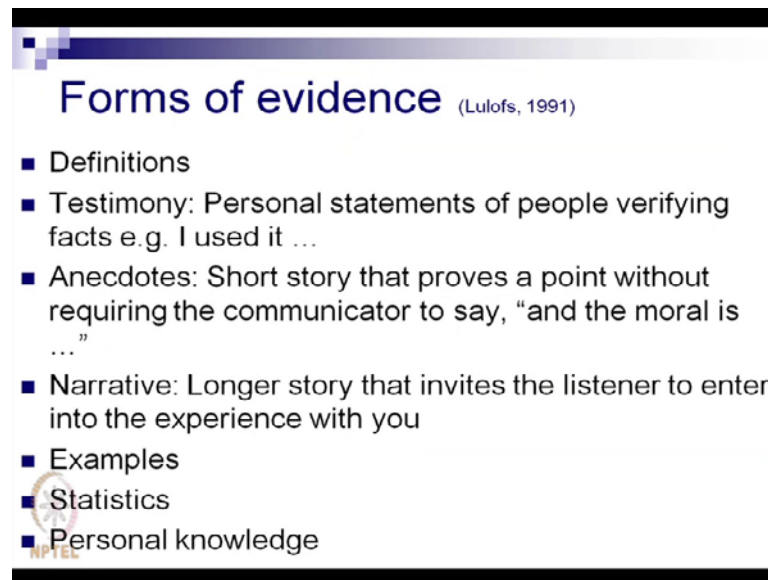
“...factual statements originating from a source other than the speaker, objects not created by the speaker, and opinions of persons other than the speaker that are offered in support of the speaker’s claims.” (McCroskey, 1969, in Lulofs, 1991)



NPTEL

Evidence we were talking about evidence. Evidence is again this is coated from a paper by I am across; key that was published in 1969 mentioned in Lulofs 1991. Evidence is factual statements originating from a source other than the speaker objects not created by the speaker; and opinions of persons other than speaker that are offered in support of the speakers claims. So, evidence is something that originates out side of me; I mean that is the basic criterion. These are things I have not collected this is something that others have come up with or other have proposed is an objects and opinion. And you can offer them us evidence to support you claims.

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Forms of evidence (Lulofs, 1991)

- Definitions
- Testimony: Personal statements of people verifying facts e.g. I used it ...
- Anecdotes: Short story that proves a point without requiring the communicator to say, "and the moral is ..."
- Narrative: Longer story that invites the listener to enter into the experience with you
- Examples
- Statistics
- Personal knowledge

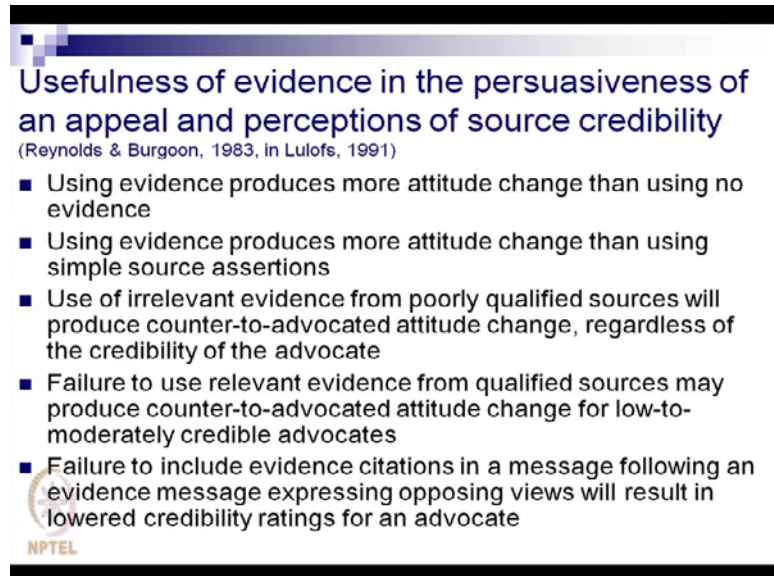
Forms of evidence you could have definitions you could have testimonies. Testimonies are personal statements of people verifying facts. For example, I used it I was not there; I was in that situation all of that you could have anecdotes. Anecdotes are short stories that prove a point without requiring the communicated to say and the moral is. So, anecdotes are you know you sort of say something. And the moral are the main message in that story is implicit.

Narrative is a longer story that invites the listener to enter into the experience with you say what I was going. I was sitting in the meeting and this was been discussed and x was saying listen, y was saying listen; you know this is how these meeting go. And I was taking now the minutes and you know what happens when you take down the minutes you cannot let your tension shifts to the argument. Because you are so busy noting down the facts. And so you sort of broken the listener with you and you sort of start getting them to see your point of view I was taking the minutes for the meeting. So, this is what I saw I could not really follow the discussion.

Because I was so busy looking for facts that I needed to put in the minutes of the meeting. So, that is a narrative; examples again self explanatory you give real life examples or you may give fictitious made of examples to prove a point or to examples I not prove a point. But example if I or elaborate a point statistics numbers always help;

personal knowledge especially if you are an expert on the subject or you are in authority on whatever is said always helps in that acts as forms of evidence.

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Usefulness of evidence in the persuasiveness of an appeal and perceptions of source credibility
(Reynolds & Burgoon, 1983, in Lulofs, 1991)

- Using evidence produces more attitude change than using no evidence
- Using evidence produces more attitude change than using simple source assertions
- Use of irrelevant evidence from poorly qualified sources will produce counter-to-advocated attitude change, regardless of the credibility of the advocate
- Failure to use relevant evidence from qualified sources may produce counter-to-advocated attitude change for low-to-moderately credible advocates
- Failure to include evidence citations in a message following an evidence message expressing opposing views will result in lowered credibility ratings for an advocate

NPTEL

Usefulness of evidence in the persuasiveness of an appeal and perceptions of source credibility proposed or coated by Reynolds and Burgoon 1983 in Lulofs in 1991. Using evidence produces more attitude change than using no evidence; that is by you use evidence. Using evidence produces more attitude change than using simple source assertions you say this is what is being said. So, we must believe it; use of irrelevant evidence from poorly qualified sources will produce if counted to advocated at shoot change regardless of the credibility of the advocate. I am I think we are running out of time; what I will now do is I will do the same thing that I did with the previous slide; where I was just going to read out from the slide usefulness of evidence all this is pretty self explanatory.

So, I am just going to pause on each slide for a few seconds; when you watching this video please read from the slide and this is pretty self explanatory. So, again coated directly from the book. First one so pause for a few seconds I am not asking the camera man to pause. The people viewing this video at the end on you tube should pass and read through this.

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Usefulness of evidence (Contd.)

(Reynolds & Burgoon, 1983, in Lulofs, 1991)

- Use of evidence citations produces more attitude change when the evidence source and the evidence source's qualifications are provided, or when evidence is presented without a source citation, than when evidence is presented with just the source identification
- Clear citation of evidence by an advocate with moderate-to-low credibility will increase the advocate's credibility and success in persuasion
- Using evidence from highly credible sources will, over time, increase an advocate's credibility
- Placing citations of less credible evidence sources after the evidence improves the acceptance of a message in contrast to presenting the less credible source citation before the evidence
- Persuasive effects from the use of evidence citations by a low-to-moderately credible advocate is reduced by very poor delivery
- Use of evidence results in attitude change when receivers have no prior knowledge of the evidence


This is the second slide regarding the usefulness of evidence again proposed by Reynolds and Burgoon in Lulofs 1991 self explanatory; and this set of 18 points. So, please read through this again you know it is just sharing the information that is in the book with you.

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Persuasion schema

(Bisanz & Rule, 1989, 90, in Canary, Cody & Manusov, 2000)

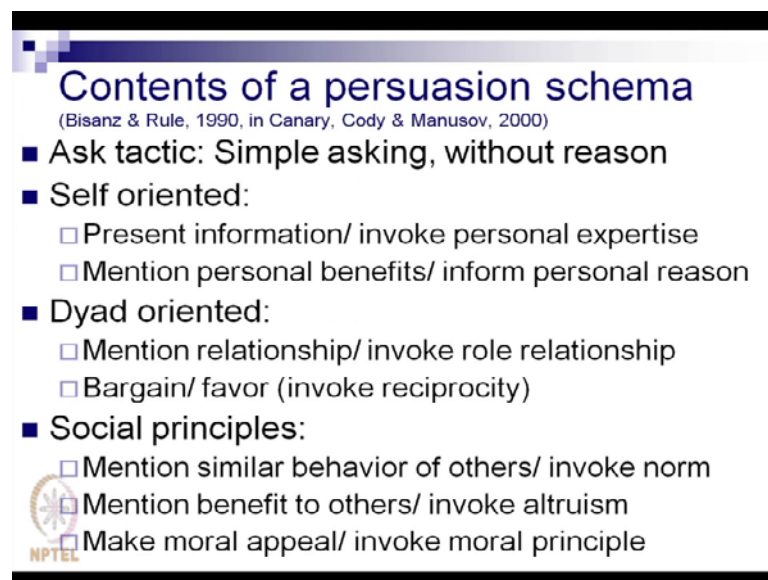
We learn to expect that certain tactics [in persuasion] are used first, or early, in a sequence [of persuasion] and that the act of gaining compliance or persuasion follows an ordered list in which we might try different arguments, even force, as we try to gain compliance from others.



Persuasion schema we learnt to expect we persuasion schema; when we say schema we are essentially talking about a concept that is used or that we formed in our mind it is a program that we form in our mind. And this is the series of procedures, series of steps in

a procedure that we inactive. So, when we talk about the persuasion schema what we are saying is we learn to expect that should not tactics in persuasion are used first or early, in a sequence of persuasion. And that the act of gaining compliance or persuasion follows an ordered list; in which we might tried different arguments; even force as we try to gain compliance from others. So, this is really the set of actions that we do; this is really the sequence of actions that we do when we are persuade others. And this is you need 2 different individuals; different people have a different set of procedures that they in act out. And again you know I will give you the headings but these categories will move from will move according to the person in acting this schema.

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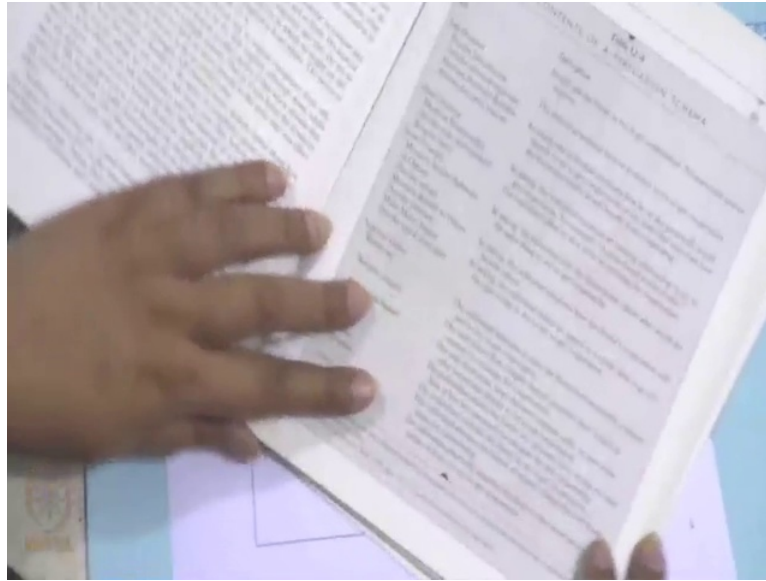
Contents of a persuasion schema
(Bisanz & Rule, 1990, in Canary, Cody & Manusov, 2000)

- **Ask tactic: Simple asking, without reason**
- **Self oriented:**
 - Present information/ invoke personal expertise
 - Mention personal benefits/ inform personal reason
- **Dyad oriented:**
 - Mention relationship/ invoke role relationship
 - Bargain/ favor (invoke reciprocity)
- **Social principles:**
 - Mention similar behavior of others/ invoke norm
 - Mention benefit to others/ invoke altruism
 - Make moral appeal/ invoke moral principle

NPTEL

The first content of a these are the contents of persuasion schema. First one is the ask tactic again these were given by Bisanz and rule in canary cody and manusov 2000; I can show you. In fact, I think I should show you this table in this book and I will tell you when to focus on the book; please focus on the book now.

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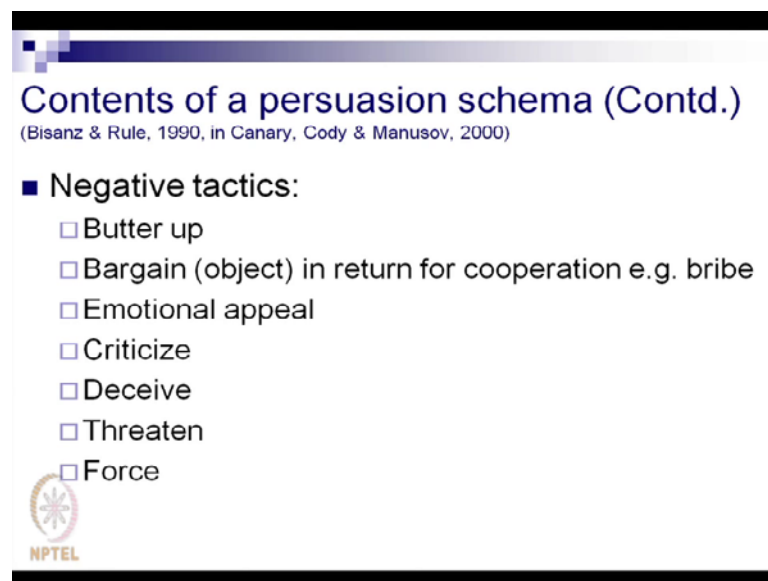


This is the table I have tried to reproduce I just try to reproduce the headings in this table; this is a book called interpersonal communication a goals based approach second edition by a denial canary denial j canary michael j cody and valarial manusov published in the year 2000 by Bedford saint mortoons. And this is on page this is table 12 4 on page 351. And I am just taking the headings from this table; what essentially this talks about this is from a paper by Bisanz rule that was published in 1990; what these table is essentially talks about is the ask tactic is the first one you simply ask the doubt giving people are reason.

The second tactic here is self oriented; where you present the information or you invoke personal expertise. And you say this is who I am this is why I would I am asking you to do something; you mentioned personal benefits. You inform them for a you say I know what I am saying; that is presenting information. Mention personal benefits you inform them of a personal reason; this is why I am doing it the dyad oriented. Dyad is a group of 2 people. So, you mention the relationship this is why I would like you to do what I am asking you to do; invoke the role relationship. You tell them where they stand in the dyad remind them. And sort of convince them from that angle. Bargain of favor invoke reciprocity; where you remind them that you did something for them that is how you are relationship was made. So, you invoke that; that is dyad oriented.


Social principles is the third set here you mention similar behavior of others and invoke norms; you mention benefits to 2 others. And invoke altruism you say others are doing it why do not you do this social validation, social proof; mention benefit to other you say. It will help others you invoke altruism; you make moral a peel. And you say you will be good you will be considered good, you will be considered nice if you do it. So, you invoke the social principles.

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Contents of a persuasion schema (Contd.)
(Bisanz & Rule, 1990, in Canary, Cody & Manusov, 2000)

- **Negative tactics:**
 - Butter up
 - Bargain (object) in return for cooperation e.g. bribe
 - Emotional appeal
 - Criticize
 - Deceive
 - Threaten
 - Force

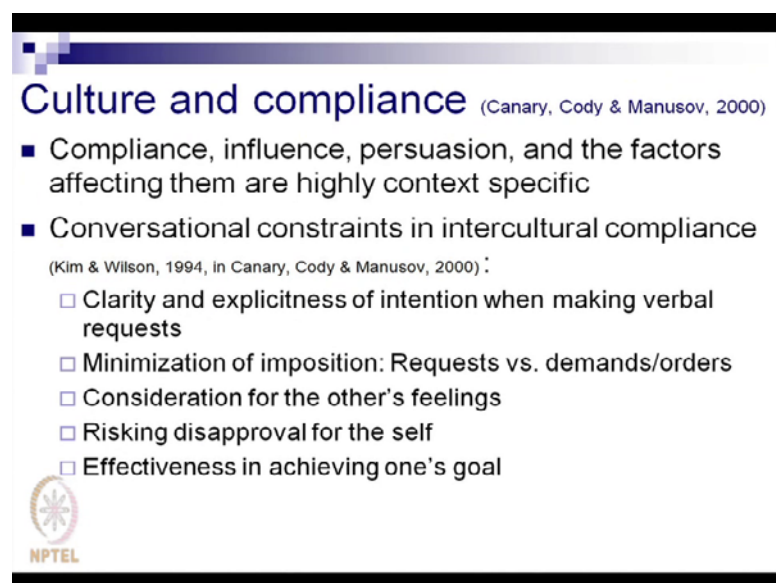


And, then the last one is negative tactics; you butter people of make them feel great about themselves or you bargain material positions in return for cooperation. For example, bribes make an emotional appeal; you could criticize them for not complaining with your request or you could deceive them; you could even threaten them or you could force them by holding them responsible or I mean you could use different ways of forcing people. So, these are the negative tactics for that people use. Now, the order and which these tactics are used the ask tactic, self oriented, dyad oriented, social principles and negative tactics would vary from situation to situation, would vary from context to context, would vary from group to group. We had discussed 4 different types of groups in an earlier lecture.

And, I leave it for you to figure out which group would use the tactics; you know how the order in which these tactics would be used by different groups or the persuasion schema as for different groups. The order of these tactics that would for the persuasion


tactics, persuasion schema for various groups. And how would these tactics or how would the arrangement of these tactics differ from culture to culture; high context to low context and low context to high context. And you know switching of culture what kinds of teams would this you know may be superiors subordinate relationships; which would come first, which could come next; subordinate to superior communication what would come first, what would come next? So, just play along with these and figure out how these would be different; I think then you would be able to learn them and there applicability lot more.

(Refer Slide Time: 57:03)



Culture and compliance (Canary, Cody & Manusov, 2000)

- Compliance, influence, persuasion, and the factors affecting them are highly context specific
- Conversational constraints in intercultural compliance (Kim & Wilson, 1994, in Canary, Cody & Manusov, 2000):
 - Clarity and explicitness of intention when making verbal requests
 - Minimization of imposition: Requests vs. demands/orders
 - Consideration for the other's feelings
 - Risking disapproval for the self
 - Effectiveness in achieving one's goal


 NPTEL

Culture and compliance: compliance influence persuasion and the factors affecting these are highly context specific. You have conversational constraints in intercultural compliance given by proposed by Kim and Wilson and 1994 in Canary again mention in canary cody and Manuson 2000. Some conversational constraints some things that prevent the inter cultural there are discussions of compliance or intercultural effectiveness of compliance are one is clarity and explicitness of intention; when making verbal request what comes across is clear.

And, explicit how clear and explicit you need to be or not minimization of imposition request versus demands or orders again you know when should it be a request, when should it be ordering it? How much should you impose, how much should you not impose? Consideration for the others feelings, risking disapproval for the self; you know

where can you risk that, where would impression management would come in here? Effectiveness in achieving one's goal where would goal become important, where would the relationship become more important? All these are problems in the compliance as for as intercultural compliance goals.

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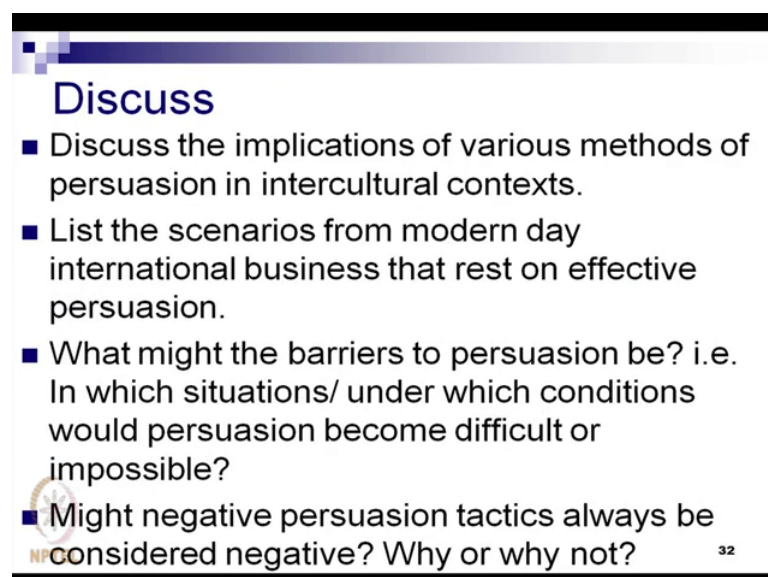
Compliance resisting tactics
(McLaughlin et al., 1980, in Canary, Cody & Manusov, 2000)

- Non-negotiation strategy: Outright refusal to comply
- Negotiation strategy: Reluctant compromises
- Identity management strategies: Make the requester feel bad
- Justification resistance strategies: Justifying convincingly that the request cannot be complied with




We will not have time to discuss compliance resisting tactics.

(Refer Slide Time: 58:28)



Discuss

- Discuss the implications of various methods of persuasion in intercultural contexts.
- List the scenarios from modern day international business that rest on effective persuasion.
- What might the barriers to persuasion be? i.e. In which situations/ under which conditions would persuasion become difficult or impossible?
- Might negative persuasion tactics always be considered negative? Why or why not?

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I will move on to the questions. Discuss the implications of various methods of persuasion in into cultural context? List the scenarios from modern day international

business that rest on effective persuasion? What might the barriers to persuasion be that is in which situations under which conditions would persuasion become difficult or impossible? And might negative persuasion tactics always we considered negative? Why or why not. Think about these things; we will talk about negotiation in the next class and we will wrap of parts of this lecture in the next class.

Thank you.